

SALTUS

Saltus Magazine | Autumn 2023



Inspiring a
love of
learning

PLUS: Adopting the BC Curriculum | Defining Our Values | Navigating Digital Media



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Saltus Grammar School



@sgsbermuda

Our Vibrant Learning Community



“Together we are not just shaping young minds, we are empowering individuals to thrive in a rapidly changing world.”

As I begin my second year as Head of School at Saltus Grammar School, I am delighted to introduce you to our latest edition of *Saltus Magazine*, a reflection of the incredible journey we continue to embark upon together. Our chosen theme for this year, “Empowering a Learning Culture,” embodies the very essence of who we are and who we aspire to be as a learning community. Together we have a shared commitment to fostering an environment where the pursuit of knowledge, learning, and growth thrives for all stakeholders.

Within the pages of this magazine, you will discover a vivid tapestry of stories and achievements that highlight our unwavering commitment to nurturing a culture of learning. It’s a culture that extends beyond the classroom, shaping the very fabric of our vibrant community.

Here at Saltus, we understand that our strength lies in our community. Our students, dedicated educators, supportive parents, and accomplished alumni form a powerful partnership that enriches the educational experience of every student. Together, we create an environment where curiosity is celebrated, resilience is nurtured, and where a learning mindset is continuously empowered.

I encourage you to explore the myriad ways in which our theme, “Empowering a Learning Culture,” comes to life through our innovative curriculum, our passionate educators, and the boundless enthusiasm of our students. We are pleased to share with you the transformative impact of learning that goes well beyond textbooks, where the exchange of knowledge is a shared endeavour, and where the pursuit of excellence knows no bounds.

I invite you to delve into the pages ahead, where you will find the heart and soul of our school community. Together, we are not just shaping young minds; we are empowering individuals to thrive in a rapidly changing world. This magazine is a celebration of our collective efforts to nurture a culture where learning is not just a destination but a lifelong journey.

Thank you for your unwavering support and dedication to our shared vision. I am excited to continue this journey of learning and growth with you all.

Warm regards,

A handwritten signature in black ink that reads "Rousseau".

Julie Rousseau
Head of School

Our Collaborative Spirit



“It reaffirms our collective commitment to fostering an environment where learning isn’t just a duty but a passion that thrives in every corner of our institution.”

I am deeply honoured to extend a warm welcome to all of you as we embark on another exciting year at our beloved institution. As Board Chair, having served for more than a decade, and as a proud alumnus of Saltus Grammar School, I am thrilled to witness the remarkable progress and growth that continues to define our school community.

This year’s magazine theme, “Empowering a Learning Culture,” captures the very spirit of Saltus and its desire to remain a progressive and innovative school. It reaffirms our collective commitment to fostering an environment where learning isn’t just a duty but a passion that thrives in every corner of our institution.

Our strength lies in the unity of our community. Our students, dedicated educators, supportive parents, and accomplished alumni and Board members come together to create a vibrant tapestry of experiences that enrich the lives of each and every member. It is in this collaborative spirit that we see the true essence of Saltus Grammar School.

I invite you to explore the pages of this magazine, where you will discover the incredible stories, achievements, and innovations that embody our commitment to a culture of learning. It is a culture that extends beyond the classroom, shaping not only the minds but also the character of our students.

As we delve into the many facets of “Empowering a Learning Culture,” I encourage you to reflect on the transformative power of knowledge and the unyielding dedication of our community to the pursuit of excellence. Together, we are empowering individuals to thrive in a world that demands adaptability and resilience.

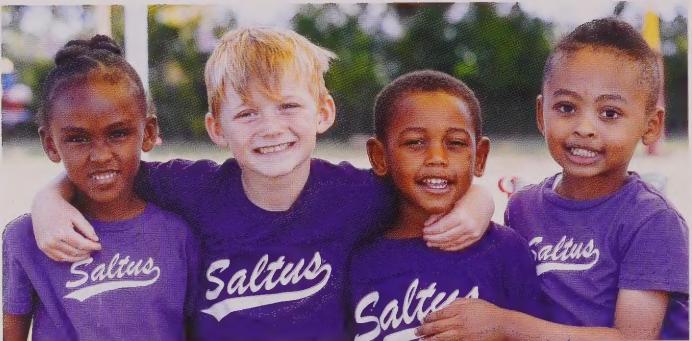
On behalf of the Board of Trustees, I thank you for your unwavering support and for being an integral part of our Saltus family. I am immensely proud of what we have accomplished together over the years, and I am eager to see the continued growth and success that awaits us in the years to come.

Warm regards,

A handwritten signature in black ink, appearing to read "R. Gil Tucker".

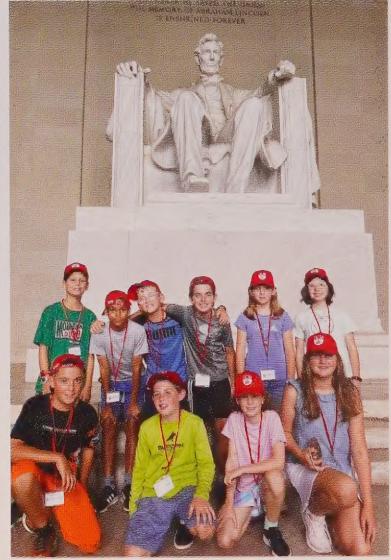
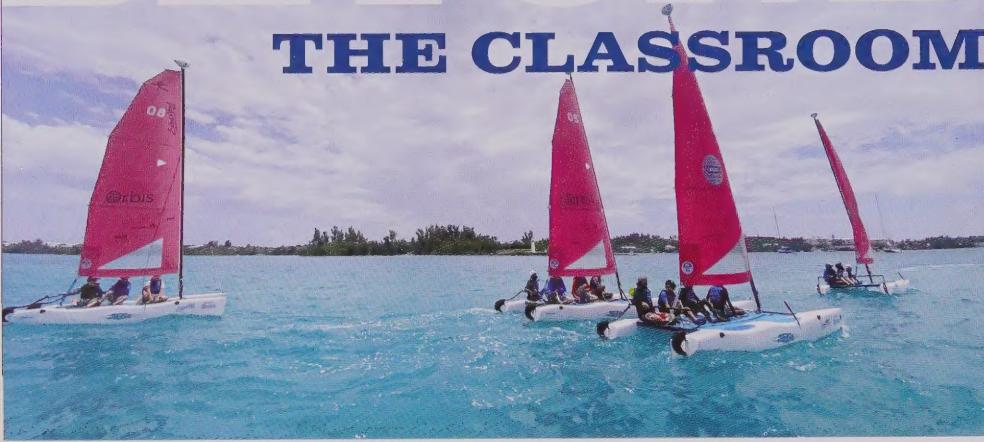
R. Gil Tucker
Chair, Board of Trustees

Campus Life





LEARNING BEYOND THE CLASSROOM



Setting the stage for

lifelong learning

BY JULIE ROUSSEAU, HEAD OF SCHOOL



In a world that is constantly evolving, we find ourselves in a new era in education, where lifelong learning is paramount. As Alvin Toffler wisely observed, "The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn."

This profound insight serves as the cornerstone of our theme for this year's magazine: "Empowering a Learning Culture." Within these pages, you will discover the myriad of ways in which we are dedicated to fostering a dynamic and inclusive learning environment for each and every student at Saltus. Join us on this journey as we explore the transformative power of knowledge and the boundless potential it holds not only for our students but also for our alumni and staff.

Our theme speaks to the importance of empowering learning experiences and mindsets that will allow our students and employees to continuously learn. There was a time, not long ago, when education, for all who could afford it, fell within two important goalposts, starting from foundational learning all the way to the completion of a university or post-graduate degree which then hopefully led to a job in a related career.

The quote above speaks to a future-focused vision of education. Having been an educator for the past thirty-two years, I am amazed at the speed with which change is happening all around us. Given the rapid advancements of technology, and the disruptions and uncertainty resulting from global issues such as food insecurities, global migration, and climate change, it is paramount to recognise the importance of lifelong learning.

This leads us to reflect deeply on the important role we play in providing an education that will serve our students well beyond the experiences they will have at Saltus and following their post-secondary education. The notion that education has a beginning and an end is no longer applicable. Rather, developing a culture of lifelong learning, essentially learning from cradle to grave, speaks to the importance of developing global mindsets and skill sets that will enable our students to tackle challenges and thrive in a rapidly evolving global community.



With this in mind, it is important to consider how we might prepare our students to become the leaders of tomorrow. It is clear that students need a set of life skills and competencies to respond and adapt to the changing nature of our world. At Saltus, our move to adopt the British Columbia (BC) Curriculum seeks to do just that by providing a world-class education for our students. We have embarked on an important accreditation journey and look forward to offering the

"The idea that you educate for jobs is an idea of the past. Today, you learn to create your future, to create your job."

Andreas Schleicher OECD

BC Curriculum from Foundation to Year 10 come the start of the 2024–25 school year. By 2027–28 all students at Saltus will graduate with the Dogwood diploma.

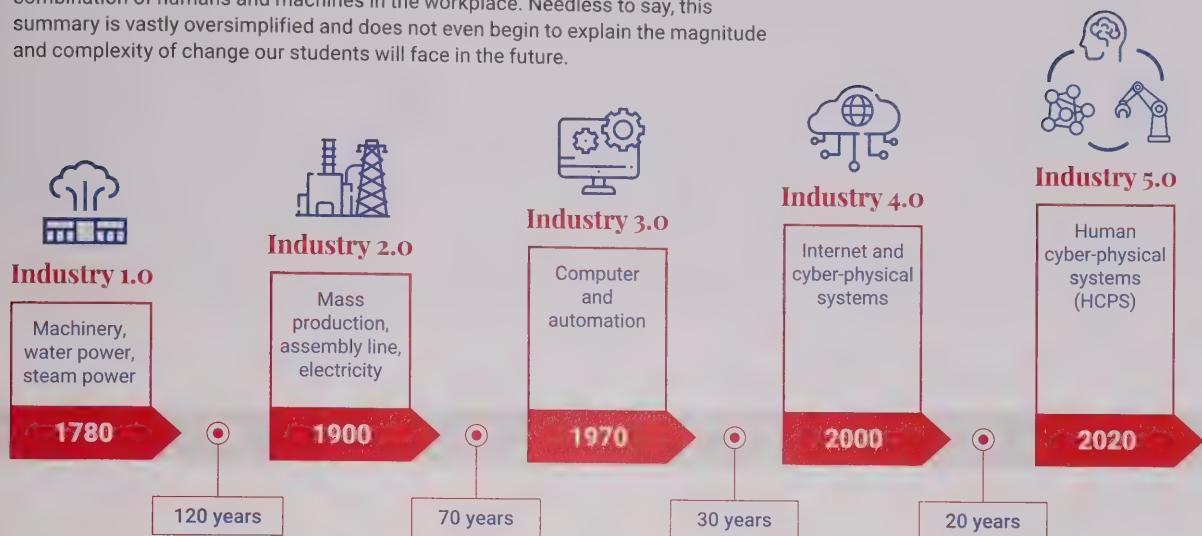
As we adopt the BC Curriculum, we remain focused on developing key literacies such as reading, writing, and numeracy as these underpin our students' abilities to effectively engage in issues. For example, the ability to work with data stems from a solid foundation in math, and the ability to communicate effectively is based on a foundation of reading literacy.

As we prepare students for the future, it is important to recognise that problems in the real world are interdisciplinary in nature. The issues shaping the future are increasingly global and complex and will require a multidisciplinary skill set to work towards thoughtful solutions. It is for this reason that we seek to develop global problem-solving skills through both independent and collaborative learning experiences. Through inquiry, students are learning to learn, reflect, and tackle real-world issues.

It is also important to note the emphasis we place on developing social and emotional competencies. Self-awareness, responsible decision-making, empathy, teamwork, and relationship-building provide a critical foundation for the kind of learning required to tackle complex global issues. These are skills that will ensure our students are future-ready. As well, there is a need to prepare our students to be resilient.

There is no doubt that the next generation of leaders will face complex challenges that are increasingly global in scope. Currently, the Fourth Industrial Revolution has provided us with robotics, artificial intelligence, augmented and virtual reality. Exponentially, technological advances have increased the pace of learning. Because of this, the

The upcoming **Fifth Industrial Revolution** can effectively be summarised as the combination of humans and machines in the workplace. Needless to say, this summary is vastly oversimplified and does not even begin to explain the magnitude and complexity of change our students will face in the future.



ability to quickly learn, unlearn, and relearn will be very important skills.

Future employability skills will depend on the ability to upskill, to adjust, to adapt, to apply prior knowledge to new knowledge, and create new content.

Our students will not just be engaging in a future workforce, rather they will be creating it. As technology advances, education will focus on equipping students with the high-demand skills they'll need to thrive in a new world of work.

The upcoming Fifth Industrial Revolution can effectively be summarised as the combination of humans and machines in the workplace. Needless to say, this summary is vastly oversimplified and does not even begin to explain the magnitude and complexity of change our students will face in the future.

With this in mind, the importance of knowledge retention or transmission (memorising or sharing facts) will decline in order to place a greater emphasis on higher thinking and social-emotional skills such as the ability to empathise, collaborate, and be a creative problem solver. At Saltus, we seek to engage students in learning that promotes the development of these skills. It is important that we ask ourselves, "In the age of automation, which skills will be in high demand?", "Which skills are going to be valuable in the future and which are not?"

We are excited that the BC Curriculum offers an opportunity to develop transferable skills from one subject to another. The development of transferable skills is essential for our students' future readiness. Beyond the classroom, we also want to connect students to career opportunities. At Saltus, we continually seek to leverage our alumni as well as members of our community to provide our students with opportunities to shape their career pathways and aspirations.

It is important to recognise that students learn in different ways and that often, students have different passions or interests. Through an inquiry-based curriculum, we seek to awaken in our students an interest in learning and a "learning to learn" attitude. Building a passion for learning starts with learning environments that promote student voice, autonomy, and agency.

As a learning leader, I look forward to our confirmation as a BC Offshore School and the powerful learning opportunities our students will engage in. As well, we will continue to provide our outstanding faculty with the tools, resources, and support required to ensure that our students have the very best learning experiences at Saltus. ●

The World Economic Forum, in its *Future of Jobs report (2020)*, identified the following five skills as the most in-demand among employers globally, by 2025.

Analytical thinking and innovation:
The capacity to solve novel problems in the real world.

Active learning and learning strategies:
Understanding the importance of new information for both current and future problem-solving and decision-making.

Complex problem solving:
Abilities that influence the acquisition and application of knowledge in problem-solving.

Critical thinking and analysis:
Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems, as well as assessing the performance of yourself, other individuals, or organisations to take corrective action.

Creativity, originality, and initiative:
The capacity to analyse information and use logic to address issues and problems and apply alternative thinking to develop new, original ideas and answers.

Getting to Know Nadia Robinson

Nadia joined Saltus as Deputy Head of School in August of this year. She shares her personal journey back to Saltus as an alum and her view to the future in her new role.



Share a bit about your personal journey from being a student at Saltus Grammar School to becoming Deputy Head?

The Canadian College Tour with Mr. Durrant and Mrs. Wrigley, while in PGY at Saltus set me up for the next steps in my educational journey. After graduating from Saltus, I attended Acadia University earning a Bachelor of Science Degree in Nutrition & Dietetics. As a result of the splendid and extraordinary preparation received at Saltus I was eminently prepared for the wide world beyond Bermuda and it set me in great stead with my tertiary educational goals which went on to include graduate and post-graduate studies. Having spent the past 22 years in various roles as a public educator has impacted my teaching and leadership skills positively. The desire to broaden my leadership capacity led me to add further graduate studies in educational leadership. When the opportunity presented itself, to return to my alma mater, it became evident that I would potentially be in a position to inspire students who are now seeking the same opportunities that I pursued.

What inspired you to return to your alma mater in a leadership role?

Honestly, I was encouraged to apply for the position by someone who was aware of my potential and desire for professional growth as an educational leader. I would consider this individual a mentor or professional coach. When I reviewed the job description, it was the perfect opportunity for me to not only grow as a professional but to give back to the institution that poured into me.

Saltus has undoubtedly changed significantly since you were here. Are there any things that are still the same?

There is very little that has remained the same since 1995. The buildings, classrooms staff have all changed; all except Ms. Cherry of course (Mrs. L. White), she is the last of my teachers who remain on staff. Noticeably, there is more of a female presence within the school faculty and in more prominent roles within the school; this is great from a diversity standpoint. The mainstay is academic excellence which is the hallmark of the Saltus experience; setting high expectations and ensuring student achievement.

How has your own experience as a student at Saltus Grammar School influenced your approach to education and your role as Deputy Head?

I feel that all of my experiences throughout my educational journey have developed me into the educator that I am today. As a student, my experiences at Elliot Primary, Warwick Academy, and Saltus Grammar have each fostered a passion for learning and a commitment to community involvement. I think back to educators who inspired me such as Mr. Alistair Smith who always pushed me to do my best; Mr. Harry Patchett who held us to high account; Mr. Duncan Newby who identified my leadership abilities early on and encouraged me to take on the role of House Captain; Mr. Timothy had a passion for science like none other; I can still hear him walking us through the Calvin Cycle and Coach Jon Beard

who demonstrated the importance of building and maintaining positive relationships with students and families. Others such as Ms. Shelly Grace, Ms. Coakley, Ms. Matola, Mrs. Wrigley, and Mrs. White have all shaped the educator I have become. These are only a few examples, I am truly thankful to all of my teachers, inclusive of those during my formative years such as Ms. Marva Outerbridge, Mrs. Dorothy Trott, Mrs. Judith James, and Mrs. Wendy Tribley who were all instrumental in developing my passion for learning. Because of these great individuals, I am capable of making a positive impact in the lives of our young people and the wider school community through strong connections, setting high standards, providing individualised attention, and tapping into students' strengths.

What are your goals and priorities as Deputy Head?

My main goal as Deputy Head starts with making a smooth transition into this new environment as a part of a new team. I need to take time to actively listen and learn about the current challenges and goals of the school so that I can affect change and assist in the growth and development of the school to enhance the experience for all.

I am very much focused on building trusting, positive relationships with students, staff and parents, focusing on Diversity, Equity, and Inclusion within our school community, setting high expectations for student and teacher growth, and committing to programme implementation to support social and emotional development and well-being.

In today's rapidly changing world. What do you see as the most significant challenges and opportunities for students and how do you plan to address them?

I see some of the biggest challenges for youth being the inappropriate use of social media, mental health and wellness issues, and time management. I feel that it is important to teach young people how to utilise social media responsibly. Saltus is committed to this by focusing on Digital Literacy and educational programming to provide parents and students with the tools to utilise this useful platform appropriately. We have enlisted the support of Safer Schools Together and will also partner with Sloane Johnston of Oath International to reinforce safer practices.

Mental health and wellness suffered significantly due to the pandemic. Circumstances such as social isolation, future uncertainty, reduced social skills, and academic stress have caused increased levels of stress, anxiety, and depression. I have started working with our Academic Support team, School Counsellor, and the Leadership Team

to implement Multi-Tiered Systems of Support (MTSS) structures to ensure that students' academic and social-emotional needs are met. We are also providing opportunities for students to express themselves and have introduced the "One Trusted Adult Programme" in Advisory, led by Mrs. Chichon, to strengthen relationships among staff and students.

Time management is a major challenge for our young people balancing school and outside activities. We will incorporate organisational skills, study skills, and prioritising tasks into our Year 7 Study Hall to assist with the transition into Secondary School as well as in Advisory to assist students with managing their time.

What advice do you have for current students who aspire to follow in your footsteps and make a positive impact on the school and the world beyond?

Be Hungry – Follow your passion, the sky's the limit. Set your goal and study, work hard, and do not let anything push you off track.

Be Patient – you have to be willing to put in the work and gain experience and first-hand knowledge.

Be Ready – Work hard and prepare yourself adequately to step into your greatness when an opportunity presents itself. Do not be afraid to ask for help and be willing to take chances and create your own path or opportunity if necessary.

Be Thankful – maintain humility in all that you do and as you progress and be sure to give thanks.

Is there anything that people should know about you that may surprise them?

I enjoy gardening. With the help of my family, we carve out time to maintain a plentiful home garden. I love cricket and was at one time a cricket scorekeeper for both league cricket and Bermuda's U19 National Team. ●

Saltus Leadership Team

Julie Rousseau
Head of School

Nadia Robinson
Deputy Head

DIRECTORS

Jeanne Bean
Director of Primary

Nicole Chichon
Deputy Head
(Student Life)

Paul Davis
Director of Finance

Cynthia Hassell
Director of Secondary

Darcy Hausselman
Director of Communications & Marketing

Crystal Heyliger
Director of People & Culture

Denise McAdoo
Director of Advancement

Jesse Sheppard
Director of Curriculum

Amanda Skinner
Director of Enrolment Management

ASSISTANT DIRECTORS

Elizabeth Dowdell
Lower Primary

Shayne Scott
Middle School

Lorne Nannini
Secondary School



Front Row (L-R): Nadia Robinson, Jeanne Bean, Amanda Skinner, Crystal Heyliger, Elizabeth Dowdell, Cynthia Hassell, Nicole Chichon. Back Row (L-R): Lorne Nannini, Jesse Sheppard, Julie Rousseau, Denise McAdoo, Shayne Scott, Darcy Hausselman, Paul Davis.

Inspiring Voices



At Saltus, our students' voices are an integral part of the school community, and it is something that we aim to include in all aspects of school life.

By providing our students with leadership opportunities throughout their time at Saltus, we encourage their confidence to grow and their voices to be heard on topics and issues that are important to them. We want to help inspire our students to lead us to a more *just, fair, and sustainable world*.

Opportunities for students to become leaders can start as early as Foundation Year to Senior Year. Although formal positions are held by students who have been selected through a formal voting process or by a selection committee, informal leadership opportunities are constantly happening as students develop their own autonomy, work closely in collaborative groups, and develop cooperative skills. We aspire for all students to be leaders in their learning journey.

Formal student leadership opportunities in **Upper Primary** include Prefects, House Captains, and Vice Captains. Our Upper Primary Prefects also work closely with our Secondary Gold Key Student Ambassadors providing tours of the Upper Primary campus and an in-depth overview of the Primary Department, through their perspective. This year, we are proud to introduce additional leadership opportunities for our Upper Primary students to develop their leadership skills and confidence. Our Year 3 students will be known as our Little Knights as they greet our families each morning at car line. This position is voluntary, giving all students the option to participate. Year 4 students can volunteer to be a member of our Story Squad or a Peer Mediator.

Our Peer Mediators will have an opportunity to develop their mediation abilities throughout Years 4, 5 and 6. Students will receive training on how to help their peers resolve disagreements

in and out of the classroom. Students who decide to become a part of our Story Squad will assist in our library with various tasks and initiatives. Year 5 students are known as our Quad Crew and Peer Mediators. The Quad Crew helps to ensure that our outdoor eating area is well maintained and cared for, in addition to supporting our younger students. Finally, Year 6 students have the opportunity to volunteer to become a Peer Mediator, Classroom Monitor or a First Aid Attendant. Classroom attendants help faculty with supervision during indoor recesses. Our First Aid Attendants, with faculty, to provide support on the field both monitoring the play area for any incidents and supporting the first aid treatments of minor incidents.

Formal student leadership positions in **Middle School** include Middle School student leaders and Co-House Captains. In **Senior School**, formal student leadership positions include Prefects (Head Prefects, Diversity and Inclusion Prefects, Communications/Yearbook Prefects, Wellness Prefects, and Student Life Prefects), Gold Key Student Ambassadors, and Co-House Captains.

When students are part of a team, they have established goals with individual and group expectations. Student leadership positions are not simply about joining a club, but about leading and making transformative changes within the school community. Students enjoy their leadership roles and establish positive and fun community experiences that encourage a passion within each group, which then spreads to the broader school community. ●

UPPER PRIMARY

Prefects

Luke Thompson
Wilf Bradley
Solae Rivas
Violet Leverock

SENIOR SCHOOL

Head Prefects

Katherine Bean-Rosario
Leyla Ganal

Head of Student Council

Brandon Sangster

Student Life Prefects

Olivia Summers
Abby Adams

Communication Prefect

Chloe Bennett

Diversity, Equity and Inclusion Prefect

Jordan Green

Gold Key Student Ambassadors

Ben Mello
Brandon Sangster

Deputy Gold Key Ambassador

Kijali Jean-Marie (SGY1)

Prom Prefects

Kate Marcotte
Ramiah Brangman

STEAM Prefects

Austin Charles
Jade Malo
Gaby Turchairo

Sustainability Prefect

Sean Grob

Yearbook Prefect

Katie Adams
Amy Colmet



Middle School Student Leaders

(L-R): Thorsten Ringsted, Izabella Harriet, Zalerra Bean, Alexandra Daniel



Upper Primary Prefects

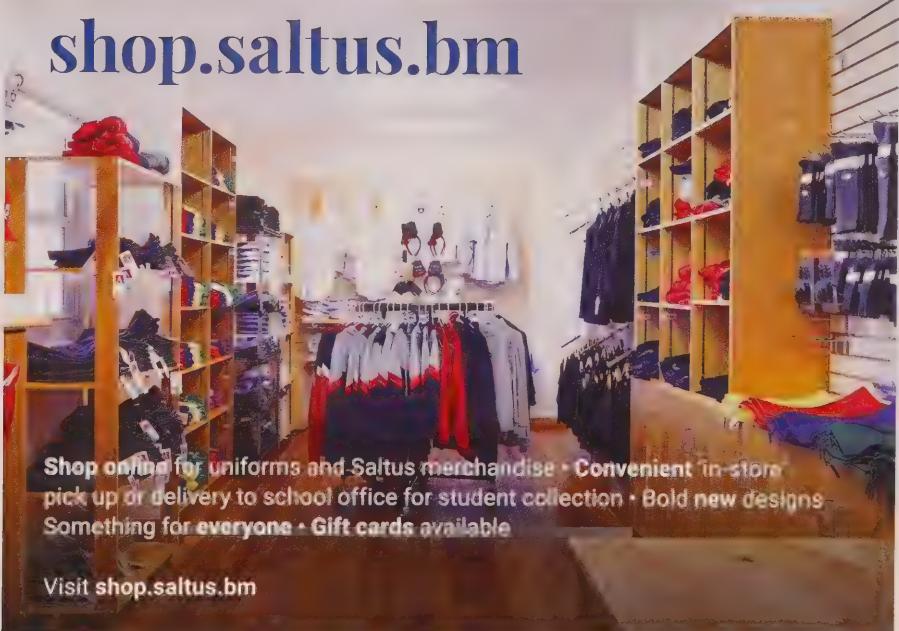
(L-R): Violet Leverock, Luke Thompson, Wilfred Bradley, Solae Rivas



Senior School Student Prefects

Front Row (L-R): Kafe Marcotte, Jade Malo, Amy Colmet, Leyla Ganal, Katherine Bean-Rosario, Chloe Bennett, Abby Adams, Gabrielle Turchiaro, and Ramiah Brangman. Back Row (L-R): Ben Mello, Kathryn Adams, Sienna Mnushkin, Sean Grob, Brandon Sangster, Austin Charles, and Olivia Simmons. Missing from photo: Jordan Greene

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Shop online for uniforms and Saltus merchandise • Convenient in-store pick up or delivery to school office for student collection • Bold new designs • Something for everyone • Gift cards available

Visit shop.saltus.bm

Our

Values

Defined



Establishing core values within a school provides a set of guiding principles by which to operate. Values provide purpose, clarity, and direction and we look forward to establishing values that will set the tone for all interactions among stakeholders in our community. Our hope is that these core values will help us to create meaningful connections and strengthen our school community.

When a school emphasises its values, it's honouring the importance of character development and how we are in the world. For students, values recognise the effort they put into their work, the perseverance they show when faced with challenges, and the relationships they develop with their peers and the school community.

As part of ongoing work related to our Strategic Priority 4: Community, an

advisory group comprised of faculty and staff engaged in meaningful conversations with each other and members of our community around our values.

This group researched the values that were established by the school in previous years. They looked back in the archives to reflect on the words that have guided us from as far back as our founder. Words such as hard-working, honesty, honour, and pride. They also revisited the words

Saltus Values

Vision

Inspiring students to lead us to a more just, fair, and sustainable world.

Mission

To inspire a passion for learning and independent thinking through a commitment to academic excellence, personal integrity, and service to others.

Portrait of a Graduate

We strive to create students who personify the following:

Global Citizen

Skillful Communicator

Persistent

Adaptable and Flexible Learner

Critical Thinker

Courage

We do not let fear prevent us from exploring new opportunities or facing difficult situations.

Respect

We treat ourselves, others, and the environment with dignity and kindness.

Empathy

We seek to understand how someone else feels and see things from their point of view.

Integrity

We are honest, responsible, and do what we know is right.

Belonging

We create a welcoming community where everyone feels included, valued, and connected.

found in our vision, mission, and our Saltus "Portrait of a Graduate".

We also met with an engaged group of Saltus students from various levels to discuss the meaning of values and solicit their feedback on which ones resonate the most with them. In addition, last June we shared a short survey with parents and staff to seek their input on what they believe a set of core values of our school should be.

As a starting point, our values have already been included in our Family Handbooks, our Staff Handbook, and our Student Agendas. We have already begun the important work of engaging in conversations with students in classes, in advisory, and in assemblies to create a deeper understanding of each of these values. We are also exploring ways to visibly bring them to life throughout the school in classrooms and in our

hallways. We look forward to sharing many examples of our values in action throughout the school year.

We are grateful for the many contributions to establishing these values. At the heart of all that we do is our desire to support one another. We believe that establishing core values for our school will help solidify our common moral purpose and bring us closer together as a community. ●



ADOPTING THE

CURRICULUM



A characteristic of a strong education system is that it strives to continuously improve. In April of 2023, we announced our move to adopt the British Columbia Curriculum.

Our school's progression to adopt the British Columbia (BC) Curriculum honours the hard work and commitment already established by Saltus educators and provides a clear curricular framework for learning as well as establishing the core competencies that will enable our students to develop the future-ready skills required to thrive in a rapidly changing world.

Considerable work and planning are underway this year to complete our BC Curriculum certification process. Additionally, our faculty are actively engaged in enriching professional development, networking, and planning in preparation for the official start of the BC Curriculum at Saltus, in September 2024.

Recognised for having one of the leading education systems in the world – BC is also a chosen destination for thousands of international students every year because:

- BC's graduation certificate (Dogwood Diploma), is accepted worldwide as a standard of high achievement and English language proficiency.
- BC's education system has quality assurance and accountability measures in place to ensure a quality learning experience for all students.
- Many high school graduates gain admission to post-secondary programmes in BC, across Canada, the United Kingdom, the United States, and around the world.
- Students from BC perform among the best in Canada and the world in national and international assessments as identified in the 2018 Programme for International Student Assessment (PISA) results.
- BC schools have a diverse student body, representing different languages and cultures from around the world.

BC Offshore School Certification Timeline



Expression of Interest



Interview



Application



On-Site School Inspection



Pre-Certification



April 2023

Spring 2023

June–Sept 2023

Fall 2023

Spring 2024

August 2024



MORE ABOUT BC'S CURRICULUM

At the heart of British Columbia's curriculum are the Core Competencies, Essential Learning, and Literacy and Numeracy Foundations. All three features contribute to deeper learning.

Concept-Based, Competency-Driven Curriculum

British Columbia's curriculum brings together two features that most educators agree are essential for 21st-century learning: a concept-based approach to learning and a focus on the development of competencies, to foster deeper, more transferable learning. These approaches complement each other because of their common focus on the active engagement of students. Deeper learning is better achieved through "doing" rather than through passive listening or reading. Similarly, both concept-based learning and the development of competencies engage students in authentic tasks that connect learning to the real world.

Core Competencies

Students develop Core Competencies when they are engaged in the "doing" part of their learning. While these competencies manifest themselves uniquely in each area of learning, they are often interconnected and are foundational to all learning.

Before students enter school, the development of Core Competencies begins at home and then continues throughout their lives. Students encounter opportunities to develop their competence in formal and informal settings. They move from demonstrating competence in relatively simple and highly supported situations to demonstrating independence in more complex and varied contexts. Competency development does not end with school graduation but continues in personal, social, educational, and workplace contexts.

UNPACKING THE THREE CORE COMPETENCIES

Communication Competency –

 encompasses the knowledge, skills, processes, and dispositions we associate with interactions with others. Through their communication, students acquire, develop and transform ideas and information.

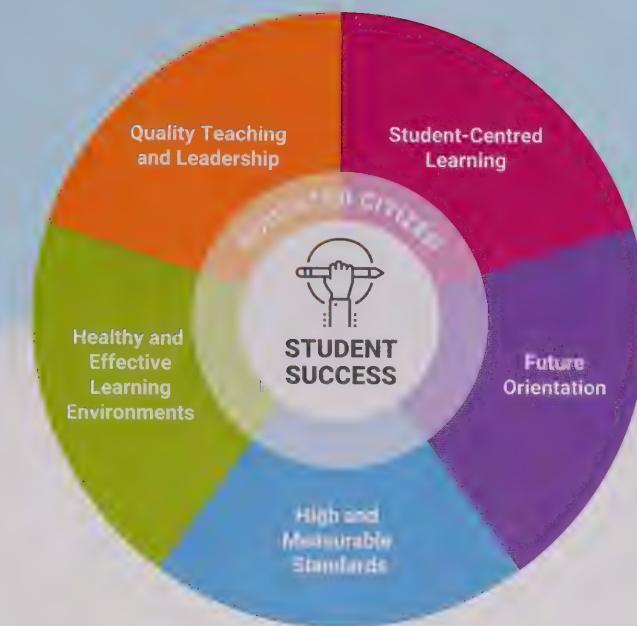
Thinking Competency –

 encompasses the knowledge, skills, and processes we associate with intellectual development. It is through their competency as thinkers that students take subject-specific concepts and content and transform them into a new understanding. Thinking competence includes specific thinking skills as well as habits of mind, and metacognitive awareness.

Personal and Social Competency –

 is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. The Personal and Social competency encompasses what students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purpose in the world.





Essential Learning

The curriculum in all subject areas is designed to enable learners to develop their potential and acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.

To achieve this purpose, the BC curriculum has a collective mandate to develop the “educated citizen,” which is defined as having:

Intellectual Development – to develop the ability of students to analyse critically, reason and think independently and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression.

Human and Social Development – to develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, acceptance and respect for the ideas and beliefs of others.

Career Development – to prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with change in the workplace.

Opportunities to explore and research a multitude of education and career pathways allow students to develop the knowledge and the personal and social competencies to manage their career and life transitions.

All students are expected to meet the career development learning standards in their Career-Life Education (CLE) and Career-Life Connections (CLC) courses and to complete 30 hours or more of career-life exploration before they graduate. When students complete secondary school, they should have developed the following:

- Competencies to be self-directed, responsible individuals who can set and meet career goals.
- Knowledge of a range of career choices, and actions needed to pursue those choices.
- Employability skills required to work effectively and collaboratively in a workplace.
- To fulfill the career-life exploration requirements for CLC, all students must provide evidence that they have completed any one of the following:
 - 30 hours or more of a work placement.
 - 30 hours or more of volunteer or community service.
 - 30 hours or more of paid student employment; or
 - 30 hours or more of fieldwork, entrepreneurship, or projects focused on an area of deep interest.

Literacy and Numeracy Foundations

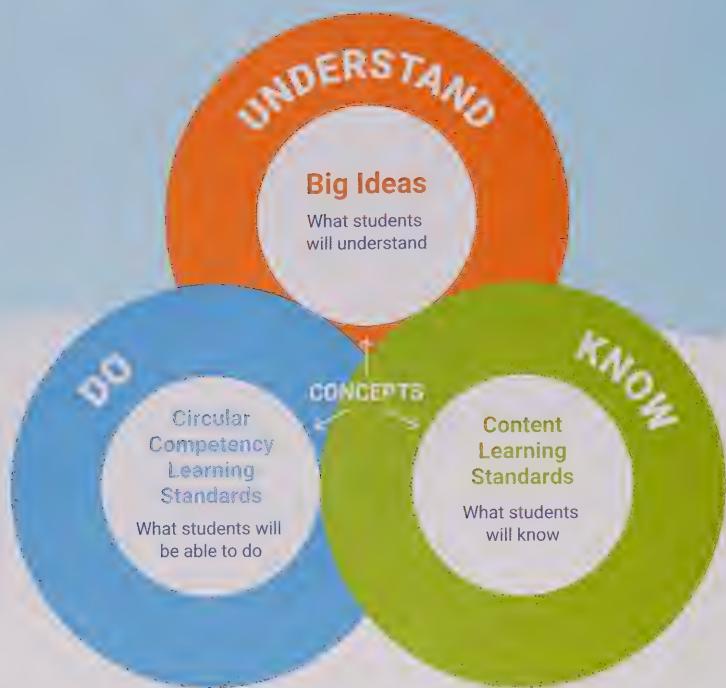
The BC Curriculum builds upon the essential foundations of literacy and numeracy. Literacy and numeracy are fundamental to all learning. While they are commonly associated with language learning and mathematics, literacy and numeracy are applied in all areas of learning.

Literacy is the ability to understand, critically analyse, and create a variety of forms of communication, including oral, written, visual, digital, and multimedia, to accomplish one's goals.

Numeracy is the ability to understand and apply mathematical concepts, processes, and skills to solve problems in a variety of contexts.



The **BC Curriculum Model** supports a concept-based competency-driven approach to learning.



Curriculum Model

The BC Curriculum Model is based on a “Know-Do-Understand” model to support a concept-based competency-driven approach to learning. Three elements, the Content (Know), Curricular Competencies (Do), and Big Ideas (Understand) all work together to support deeper learning.

Big Ideas (Understand)

The big ideas consist of generalisations and principles and the key concepts important in an area of learning. They reflect the “understand” component of the know-do-understand model of learning. The big ideas represent what students will understand at the completion of the curriculum for their grade. They are intended to endure beyond a single grade and contribute to future understanding.

Content (Know)

The content learning standards – the “know” of the know-do-understand model of learning – detail the essential topics and knowledge at each grade level.

Curricular Competencies (Do)

The curricular competencies are the skills, strategies, and processes that students develop over time. They reflect the “do” in the know-do-understand model of learning. While curricular competencies are more subject-specific, they are connected to the core competencies.

Additional Programme Considerations

Valuing Diversity

British Columbia’s schools include young people of varied backgrounds, interests, and abilities. The Kindergarten to Grade 12 school (Foundation through SGY2) system focuses on meeting the needs of all students. When selecting specific topics, activities, and resources to support the implementation of the curriculum, teachers are encouraged to ensure that these choices support inclusion, equity, and accessibility for all students. In particular, teachers should ensure that classroom instruction, assessment, and resources reflect sensitivity to diversity and incorporate positive role portrayals, relevant issues, and themes such as inclusion, respect, and acceptance.

Features of the BC Curriculum support school systems that include:

- Equitable access to and equitable participation in quality education for all students
- School cultures that value diversity and respond to the diverse social and academic needs of individual students
- School cultures that promote understanding of others and respect for all
- School environments that are safe and welcoming
- Policies and practices that promote fair and equitable treatment
- Processes that give a voice to all members of the school community

Honouring diversity within the school system is based on the principle that if our differences are acknowledged and utilised in a positive way, it is of benefit to the quality of our learning and working environments.

When selecting specific topics, activities, and resources to support the implementation of the curriculum, teachers are encouraged to ensure that these choices support inclusion, equity, and accessibility for all students.



Assessments

Classroom Assessments

Classroom assessments continue to be the primary source of information about student learning. Feedback from ongoing assessments in the classroom can be immediate and personal, helping students identify areas of growth and set new learning goals. Classroom assessments are led by teachers using a variety of assessment methods.

Foundation Skills Assessment

The Foundation Skills Assessment is an annual province-wide assessment of all BC students' academic skills in Grades 4 and 7 (Year 5 and Year 8) and provides parents, teachers, schools, and the ministry with important information on how well students are progressing in the foundation skills of Literacy and Numeracy.

Provincial Graduation Assessments

There are three Provincial Graduation Assessments: the Grade 10 (Year 11) Numeracy Assessment, the Grade 10 (Year 11) Literacy Assessment, and the Grade 12 (SGY2) Literacy Assessment.

The Provincial Graduation Assessments ensure that all students have the literacy and numeracy skills developed across the provincial curriculum. The Provincial Graduation Assessments align with the curriculum and reflect international trends for large-scale assessments where there is a focus on the competencies required for students to be successful in the modern world. The Provincial Graduation Assessments inform both student learning and system-level performance. These assessments measure the extent to which students are literate and numerate and provide

students with information about their proficiency relative to the provincial curriculum.

The BC Graduation Assessments also provide information to ensure public accountability, monitor student progress, and ensure that students meet curriculum requirements. The BC Graduation Assessments measure the application of numeracy and literacy skills to realistic situations, learned across the course of the student's education, requiring them to employ the knowledge and skills considered to be essential for future success. The assessments look at students' ability to apply their knowledge and skills and to analyse, reason, and communicate effectively as they examine, interpret, and solve problems.

The BC Graduation Assessment requirements for all students are as follows: Students must complete both the Graduation Numeracy Assessment and Graduation Literacy Assessments as a requirement for graduation.

Students cannot receive equivalency for the BC Graduation Assessments.

In Grade 10 (Year 11):

- Students are expected to write the Grade 10 Numeracy Assessment and the Grade 10 Literacy Assessment.

In Grade 12 (SGY2):

- Students are expected to write the Grade 12 (SGY2) Literacy Assessment. There will be an opportunity for students to rewrite the BC Graduation Assessments to improve their proficiency levels. Until graduation, students may write a Provincial Graduation Assessment up to three times: the original attempt and two re-writes.

The Dogwood Diploma

The BC Certificate of Graduation or "Dogwood Diploma" is awarded to students who successfully complete the provincial graduation requirements. The Dogwood Diploma is accepted as a high standard of achievement in all post-secondary institutions.

In choosing the BC Curriculum curriculum, Saltus will join international and independent schools worldwide in becoming an accredited BC Offshore School and awarding its students the Dogwood Diploma upon graduation.

We are excited for the future of Saltus students and are confident that the BC Curriculum will ensure that they will be successful wherever their post-secondary journey takes them.

We look forward to sharing more with you along the pathway to receiving our certification as a BC Offshore School in 2024.

THE ATHLETICS EXPERIENCE

The philosophy of the Saltus Athletics Programme is to develop the whole student physically, intellectually, socially and emotionally. The qualified staff of coaches is committed to ensuring all student-athletes have a positive experience while representing Saltus.

Saltus Athletics offers over 60 different athletics teams from the Upper Primary to Secondary levels throughout the school year. The various teams participate in the Bermuda School Sports Federation's (BSSF) Calendar of Events. In addition, several teams travel annually overseas to expand their athletic and social experiences.

WHAT SPORTS HAPPEN WHEN?

Term 1: Sept–Dec	Term 2: Jan–Apr	Term 3: Apr–June
Swimming	Basketball	Cricket
Football	Cross Country	Softball
Netball	Track & Field	Tennis
Volleyball	Rugby	Badminton
	Field Hockey	
	Table Tennis	



WORK HARD. PLAY HARDER.

This is the motto for top athletes at Saltus selected to be part of the **Saltus Elite Athlete Programme (SEAP)**. The Saltus Athletics Department has expanded its development and support of student-athletes at the Middle and Senior School level, who are competing nationally or internationally in a dedicated sport. This programme is available by application only and is aimed at students who are committed to fulfilling their maximum potential in sport.

Saltus Athletics has expanded its development and support of their student-athletes through the formation of the Saltus Elite Athlete Programme (SEAP) and the Emerging Elite Athlete Programme (EEAP). Students that are competing at a high level (National) and are committed to fulfilling their maximum potential will be eligible to apply.

For more information, visit www.saltus.bm/programme/athletics/saltus-elite-athlete-programme-seap
Email: athletics@saltus.bm to receive the SEAP application.

A large, atmospheric photograph occupies the top half of the page. It depicts a group of students in a dark, moody setting. In the foreground, a young man in a white shirt and tie stands behind a dark easel, looking down at his work. To his right, a young woman in a dark dress stands behind another easel, looking off to the side. In the background, a man in a dark suit and hat sits at a table, looking down. The scene is set against a backdrop of a road sign pointing to 'SCHOOLS', 'TOWN MARKET', and 'CEMETERY'. The overall mood is mysterious and focused.

THE PERFORMING ARTS AT SALTUS

Thriving

SCHOOLS

TOWN MARKET

CEMETERY

Students at Saltus can engage with the Performing Arts through many avenues. They are introduced to drama and music in Middle School both through an exploration of the many facets of each subject area as a Performing Art; in drama for theatrical purposes but also for the valuable transferable skills that prepare our students for a future that we can't predict, such as collaboration, critical thinking, problem-solving and how to develop and promote your own authentic voice. In music through the instrumental programme, vocal training and a focus on musicianship that fosters the development of rhythm and logic. Students may study drama and/or music in their Senior years and may even opt to study both in the combined Performing Arts course or branch into the Film and Media programme in SGY1 and SGY2.

Students can also contribute to the extracurricular activities offered through the Performing Arts including school productions and events, the drama ensemble, orchestra and musical ensembles, instrumental and voice lessons, film club, and the Bermuda Youth Film Festival. They are actively engaged with opportunities within the local and wider community.

Post-secondary school destinations are also seeing our Performing Arts students earning pre-acceptance to programs at highly esteemed institutions and our film students graduate with a portfolio of work that enables them to gain acceptance into prestigious film programs that are often out of the reach of students who may not have access to the support required to excel in this field.

Performing Arts

PERFORMING ARTS: DRAMA

MIDDLE SCHOOL

Drama in Middle School is focused on developing the tools of the trade and the building blocks of dramatic knowledge and skills, including such elements of drama as acting, improvisation, characterisation, collaboration, spatial awareness, timing, focus, and shaping meaning through textual interpretation, performance, and theatrical design and technology. Students begin with unpacking the core elements of communication to apply this both to their interactions with others during real-world and in-school learning experiences and with an application to the actor communicating meaning to the audience. Experiential learning is at the heart of drama; students get up and 'do' in order to apply concepts in a practical manner. Practical learning and assessment are supported with a feedback cycle to encourage growth and development in a collaborative manner and a reflection and evaluation cycle for students to take ownership of their new knowledge and begin to refine their skills.

Our Middle School programme follows a continuum of learning as students develop as confident and engaging learners, collaborators, performers, and critical thinkers. Each learning experience marries up with the world outside the drama classroom; for example, a Directorial vision is just like an entrepreneurial statement for a business plan. The themes of forbidden love in *Romeo & Juliet* connect to real-world issues that build empathy in students as they learn about relationships that transcend race, gender, age, and social status. Students are encouraged to look for these connections to embrace the interconnectedness of their learning across the curriculum and beyond, all while building valuable 21st-century skills.



SENIOR SCHOOL

The Performing Arts in the Senior School offers students the opportunity to maintain a focus on drama specifically or to incorporate a conglomeration of art skills in dance, music, and creative technologies to develop their personal voice as performers and creators. The course includes a community project for students to engage with the arts beyond the classroom and understand the importance of the arts within the wider world. In previous years, this has included student-led initiatives to take the school choir out to local retirement homes; a project of music, dance, and performance that explored the intriguing history of noteworthy alumni and student-led performance groups. Students embark on coursework that explores the role of the director, scriptwriter, designer, collaborator, and visionary to conceive and devise works of their own imagining. They produce individual and collaborative works that mimic the project-based nature of the working world. They learn to reflect, evolve, and refine their skills to achieve their best outcomes and to engage their audiences.

PERFORMING ARTS: FILM & MEDIA

The Film and Media course at Saltus takes our students on a journey to becoming a successful producer of Film and Media products and equips them with the language, skills, ability to master new media technologies and ultimately a diverse portfolio of film and media products to facilitate a successful pathway to achieving their post-secondary dreams.

Course A: Introduction to Film, has a focus on narrative film and introduces students to the construction of the film image including, but not limited to:

- Shot sizes, movement, and angles
- Shot construction, design and the *mise en scène*
- Sequencing
- Storytelling with the visual image
- Storyboards

They will also:

- Experiment with filming techniques to construct meaning
- Learn to make professional quality films with their smartphone
- Learn to use professional cameras to capture footage
- Learn the art of film editing techniques to construct meaning using industry-standard software and equipment in our Media Suite
- Be introduced to the power of sound to support visual imagery

Students will also learn valuable skills in mastering new film and media technologies so that they can become their own producers of film and media content.

Course B: focuses on manipulating the truth through:

- Advertising and print media
- TV commercials
- Manipulating the visual image
- Mastering new media technology
- Working with apps
- The documentary film

FACILITIES & TECHNOLOGIES

Saltus has a fully equipped black box theatre, that can be turned into a film studio complete with a raised stage and green screen. Students have access to two lighting rigs and upgrades in the sound system, in Alumni Hall and the Drama Studio, to aid in their learning about theatre lighting and sound. They can produce either a live performance or film and edit performance work to produce video products.

The Drama studio houses a burgeoning costume room complete with a full range of Shakespearean garb, beautifully constructed garments that represent a multitude of time periods and theatrical styles including some intricately designed character costumes recently donated by a generous Saltus family. The Drama Studio also houses a set of iPads for experimental work and six Mac computers outfitted with the Final Cut Pro Post-Production suite providing students the opportunity to master industry-level technology when editing film products. Students learn the latest in smartphone technology and apps in the Film and Media course. They are taught to be cyber aware and safe when working with social media and that their smartphone can be a valuable creative tool where they can produce and direct their own short films, TV commercials, documentaries, animations, and professional quality final products using their own devices.

Saltus has substantially increased the quality of the film and media resources to include four state-of-the-art Canon XA45 Professional UHD 4K camcorders fitted with shotgun mics and live feed capabilities, allowing students access to learning real-world film, TV, and broadcasting skills.

In a world where new technologies are constantly being developed, the nature of the curriculum at Saltus allows us to equip our students with the ability to shape and create their own directorial or design concepts, refine their personal voice as creative producers, and not only master current technologies, but to pick up something new, question its validity, be discerning about its application and be confident that they can strive for excellence far into the future.

SCHOOL PRODUCTIONS

We present showcases throughout the school year that celebrate the work of our talented musicians at school-based concerts and events around Bermuda. Our rotational approach to live production allows us to alternate between a musical and a Shakespeare or a professionally published play. This provides our students the opportunity to not only enjoy the fabulous fun and spectacle of a school musical but also to value production work that goes beyond this style and explores a vast variety of theatrical possibilities.

In recent years Saltus has staged:

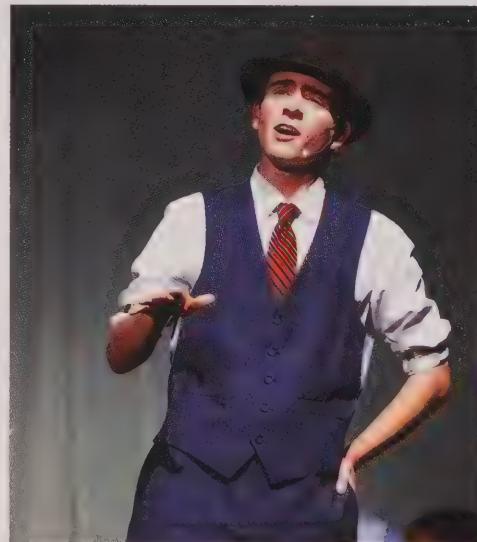
- *A Midsummer Night's Dream* (2016)
- *School of Rock* (2017–18),
- *Alice in Wonderland* (2019),
- *Bugsy Malone* (2020),
- *Much Ado About Nothing* (2021),
- *Our Town* (2023)
- *Newsies* (Coming in 2024)

Visit (<https://www.saltus.bm/programme/arts/performing-arts/performing-arts-student-productions>) to see some of our past performances.

The Senior Performing Arts course is also training students to direct theatrical works and to lead other performing arts initiatives in the school. This area is evolving at Saltus such that students can now lead the way in all aspects of production from lighting and sound production and stage management to costume design, playwriting, theatrical production, and directing.

BERMUDA YOUTH FILM FESTIVAL

In 2022, Saltus Grammar School's Head of Creative Arts, Miss Therese Bean launched the Bermuda Youth Film Festival. The intention of the festival is to encourage young people between the ages of 11 and 18 from across Bermuda to feel inspired to share their stories in film. There is such potential to create something really special for our island by fostering the arts and filmmaking and what better role for Saltus to play than to lead the way by encouraging students to dream. The Bermuda Underwater Exploration Institute (BUEI) hosts the final screening on its large screen so that students can experience the thrill of sharing their films in a real movie theatre. We are excited to have individuals currently working in the industry as professional filmmakers involved as judges and mentors for the festival.



POST-SECONDARY DESTINATIONS

Students from the Performing Arts and Film and Media courses are consistently achieving their dreams of going on to exciting post-school destinations. Two recent graduates share their words:



SAM WEBEL '22

Berklee; Bachelor of Fine Arts in Contemporary Theatre

"The Performing Arts department was such a large part of my life as a Saltus student. When it came to applying for acting programmes overseas in SGY2, I had so many resources that I had gathered from my time in the drama department to show to potential schools. In SGY1, I got the opportunity in Performing Arts class to create my own director's portfolio for a production, and in my senior year, I wrote and workshopped a filmed performance of my own short play. On top of that, I had amazing experiences from school productions going back to Middle School that I was able to talk about."

"I'm currently completing my Bachelor of Fine Arts in Contemporary Theatre at the Boston Conservatory at Berklee, and I can confidently say that my time at Saltus helped me produce and achieve success in my application process and beyond."

VINCENT DARRELL '22

Solent University (UK); Business & Management with Marketing

"In my senior year, I introduced a Middle School oratorical competition to allow students to develop self-confidence, poise, and the ability to present in front of an audience. These experiences have encouraged my entrepreneurialism and confidence to study business. I felt equipped with the confidence to shape and create a vision, refine my project management and organisational skills, and see my ideas blossom into successful results."

Spring
2024

THE HAMILTON PRINCESS BEACH CLUB
EXCITING DETAILS TO FOLLOW!

Saltus
SUMMER
Soirée

Your Saltus Association

The Saltus Association (SA) is a Parent/Teacher Association and all parents and staff are automatically welcomed as members. We are a forum for communication between parents and the school. The SA coordinates/hosts events that aim to engage the whole school community, enable parent participation, and provide the opportunity to meet other parents.

The Saltus Association was formed nearly 80 years ago and has been a registered charity working in accordance with the Bermuda Charities Act for 44 years.

We are an energetic group of dedicated parent volunteers whose main goals are:

- **Build a sense of community** throughout Saltus by hosting events for our students, teachers, Saltus families, and friends to enjoy together. Some of these include Bingo Night, Quiz Night, and the Family Picnic. In partnership with the Administration, we bring in both live and virtual speakers to help support the needs of the school community.
- **Run initiatives that help raise funds** for the school that will ultimately enhance every student's experience at Saltus and the community at large. Our annual Book Fair helps to restock our three school libraries, the Run/Walk brings families from all the departments together, and the Charleston Wrap fundraiser brings in funds to support the many parts of our school community that can use extra supplies like 3D Printers, iPads, projectors, or student sports supplies.

As a result of these initiatives, the Saltus Association has been able to support many projects across the school including the recent purchase of furniture and fittings for collaborative workspaces in the Senior School, new carpets for all classrooms in Upper Primary, light tables and projectors for Lower Primary, and rig lighting for the drama school and Alumni Hall. In the past, we have also covered the purchase of playground equipment,



roll-out floor covering for the Senior School gymnasium, installation of water fountains throughout both campuses, equipment for the Robotics Club and the Music Department; as well as funding for trips for the Debate Team and CAIS football teams, and the Saltus bus used to transport children around the island for field trips and sporting events.

Much of what we do depends on you and your support. There are many ways to be involved in the Saltus Association, depending on your interests and time commitment. Please watch for our social media posts as to the many ways to get involved.

We invite you to join us in our efforts to enrich our children's lives and enhance our community. If you are interested in getting involved in any way, big or small, please email pta@saltus.bm.

All parents are invited to join the Saltus Association to enrich our children's lives and enhance our community. ●

Saltus Association Executive

Cortney Bernstein
President

Carole Collard
Assistant Treasurer

Rebecca Davies
Marketing and Communication

Kathy Gainger
Treasurer

Clinisha Hayward
Social Media

Amy Jagoda
Lower Primary Coordinator

Cynthia Kenahan
Upper Primary Coordinator

Dana Melsom
Middle School Representative

Latoya Simons
Assistant Treasurer

Katie Tudor Thomas
Senior School Representative

Shakia Webb
Secretary

Eva Wheeler
Marketing and Communication

CONGRATULATIONS



Class of 2022

As we move the publication of *Saltus Magazine* to the fall, this year we are celebrating both the Class of 2022 and Class of 2023.



Saltus Student Post-Secondary Destinations 2019–23

BERMUDA

Bermuda College

CANADA

Acadia University

Brock University

Carleton University

Concordia University

Conestoga College

Dalhousie University

Humber College

Ivey Business School at
Western University

King's University College at
Western University

McGill University

McMaster University

Mount Allison University

Queen's University

Toronto Metropolitan University
(formerly Ryerson University)

University of British Columbia

University of Calgary

University of Guelph

University of Ottawa

University of Toronto

Western University

Wilfrid Laurier University

UNITED STATES

Andrews University

Boston College

Boston Conservatory at Berklee

Bryant University

California College of the Arts

California Institute of the Arts

Cambrian College

Clayton State University

Coker University

Dartmouth College

Elon University

Emory & Henry College

Endicott College

Florida Atlantic University

Framingham State University

Full Sail University

George Mason University

Georgia Institute of Technology

Georgia Southern University

High Point University

Howard University

Kean University

Lee University

Liberty University

Mansfield University of

Pennsylvania

New England Institute of
Technology

New York University

North Carolina State University

Nova Southeastern University

Parson School of Design

Pennsylvania State University

Purdue University

Queens University of Charlotte

Rochester Institute of

Technology

Rutgers University

Sacred Heart University

Southern New Hampshire
University

Southern University and A&M
College

Spartanburg Methodist College

St. John's University

Thomas University

University of California, Irvine

University of Central Florida

University of Connecticut

University of Delaware

University of Georgia

University of Hawai'i at Manoa

University of Maryland,

Baltimore County

University of North Carolina
at Charlotte

University of Richmond

University of South Tampa

University of Tampa

University of Vermont

West Chester University

Word of Life Bible Institute

UNITED KINGDOM

Buckinghamshire New University

Cardiff Metropolitan University

Durham University

Inchbald School of Design

King's College London

Liverpool John Moore's
University

Loughborough University

Manchester Metropolitan
University

Newcastle University

Nottingham Trent University

Oxford Brookes University

Queen Mary University of
London

Queen's University Belfast

Solent University

St. Mary's University,
Twickenham

The University of Edinburgh

Tufts University

University of Bath

University of Brighton

University of Buckingham

University of Central Lancashire

University of Chichester

University of Kent

University of Manchester

University of Plymouth

University of Sheffield

University of Southampton

University of Surrey

University of Sussex

University of the Arts London

University of the West of
England, Bristol

HUNGARY

Semmelweis University

ITALY

Florence Culinary Arts School



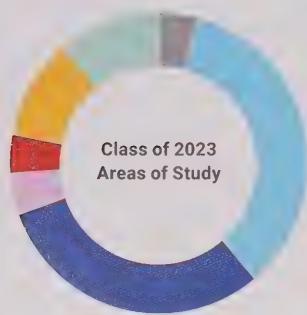
2022-23 Highlights



Student Diversity

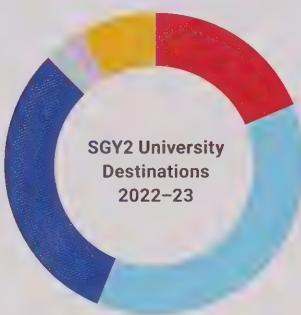
Argentina • Australia • Barbados • Belgium • Bermuda • Canada • Columbia
Czech Republic • Denmark • France • Germany • India • Ireland • Italy
Jamaica • Kenya • Mexico • New Zealand • Philippines • Poland • Portugal
South Africa • Spain • Sweden • Switzerland • United Kingdom • United States

University Subjects



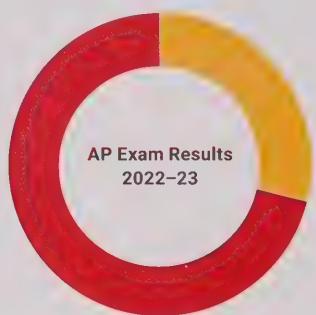
- Education
- Business/Finance/IT/Computer Science
- Science/Psychology/Engineering/Nursing
- Sports Science/Kinesiology
- Arts/Humanities
- Sociology/Criminology/Law
- Working/Gap Year

Demographics



- Canada
- US
- UK
- Bermuda
- EU
- Gap Year

Academics



- Students Scoring 3 or Higher – 71%

AP Results

Seventy Saltus students took a total of 164 AP exams. There were 17 Saltus students were recognised by the College Board for outstanding results:

Seven students were recognised as AP Scholars for receiving 3 or higher on 3 or more AP exams. Two students received the AP Scholar with Honour designation for achieving an average score of at least 3.25 on all AP exams taken and scores of 3 or higher on 4 or more AP exams. Eight students received the AP Scholar with Distinction designation for receiving an average score of at least 3.5 on all exams taken and scores of 3 or higher on five or more of these exams.

Saltus 2023 graduates, **Tamara Leach** and **Christopher Davidson** were also awarded the **AP International Diploma**. This is the top award from the College Board for which students must score 3 or higher on 5 or more AP exams.

Financial Assistance

150

Different financial awards.

15%



Students receiving financial assistance

Athletics: SEAP/SEEAP

24%



Saltus Elite Athlete Programme (SEAP) Participants (Senior School)

33%

Saltus Emerging Elite Athlete Programme (SEEAP) Participants (Middle School)

Teacher Spotlight



Aisha Cross

How long have you been teaching?

How many years at Saltus?

I have been teaching for a total of 21 years. For 14 of these years, I have been teaching at Saltus.

How has the implementation of the new curriculum changed your way of teaching?

We are thrilled to be able to experience the implementation of the incoming BC Curriculum which already aligns with our current style of teaching and learning here in Foundation Year (Reggio-inspired curriculum)! In addition to enhancing our current teaching practices, it will be great to interact with a curriculum that not only supports and validates what we are doing but is also recognised worldwide.

“Respect”, “Together”, “Uniqueness”, “Strong”, “Capable”, “Common Language”, “Greater Understanding” and “Building Connections.” These are a few of the words that are associated with the Principles of the Early Learning Framework of the BC Curriculum; words that incite a passion for learning not only for our children but also amongst us, the educators and pioneers for our children’s learning. Additionally, with value placed upon connections, we can be reassured that a home-school connection will be maintained throughout each child’s learning experience, helping to reinforce the idea that learning is constantly taking place.

We really look forward to having the BC Curriculum as a resource that provides the necessary reassurance that we are fulfilling our purpose as educators by keeping our children’s development and learning at the forefront and by modifying our practices as needed.

What do you think the greatest benefit is to start Saltus in Foundation Year vs. Year 1?

The huge advantage that the children who start Saltus in Foundation Year have, is that they are exposed to and are provided with skills that help to make the transition into Year 1 a smooth one. The basis for various social, emotional, and instructional learning processes is established in our Foundation Year and enables the children to transfer these skills to be built upon and developed when they move on to the next year level. From the very start of Foundation, our children are exposed to specific learning processes that encourage them to foster a sense of social awareness, to assume the good in others, and to be fearless when expressing their thoughts. With the abovementioned being reinforced throughout the first year of their learning journey here in Foundation, our children have the benefit of being better equipped before moving on to Year 1.

Sam Willis

How long have you been teaching?

How many years at Saltus?

I have been teaching in one form or another for over 30 years! First as a dance teacher in the UK then in Early Years. I have been at Saltus since September 2008 – 15 years!

How has the implementation of the new curriculum changed your way of teaching?

The BC Early Learning Framework (ELF) encompasses everything that we are doing already in our Foundation Year. The BC ELF closely aligns with the Reggio pedagogy which we fully embrace, seeing children as confident, inquisitive learners. We want to encourage the children to have a strong sense of identity, to connect with and contribute to their world. To have a strong sense of well-being, to be confident, individual learners and to be effective communicators. The framework also outlines guideline for us as teachers to listen to the children, to reflect critically on what we see and hear, to speak to each other as teachers, families, and other professionals to share views and ideas on learning as well as make the children’s learning visible through documentation.

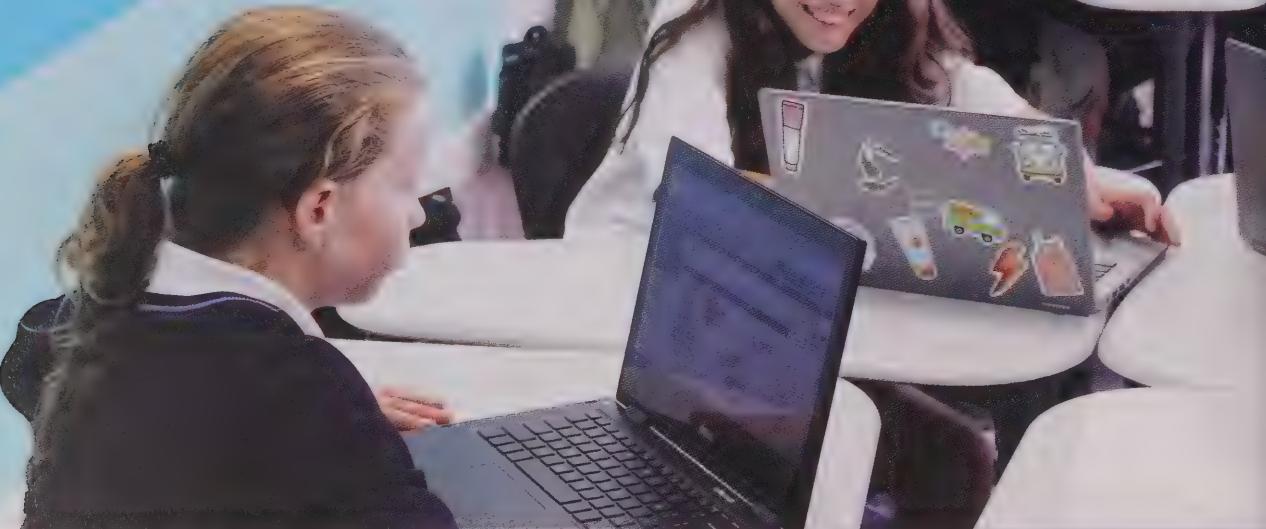
We are excited to fully immerse ourselves in the Early Learning Framework to ensure our children benefit from this forward thinking, progressive curriculum!

You were a pioneer with Foundation Year when Saltus launched it before any other school. Can you describe the evolution of Foundation Year through your eyes?

I joined Foundation Year two (2) years after it had started at Saltus. So, although I wasn’t there in the very beginning, I joined very early on! Having come back home from teaching Early Years in the UK for almost 10 years, I was able to bring my experience of early education there and work with the rest of the team to implement the UK’s Early Years Foundation Stage in Bermuda which at that time, was only available at Saltus. Since then, other schools have seen the benefit of having an Early Years programme so it’s nice to know we were at the forefront of offering that to Bermuda families. With time, our programme has grown, changed, and reflected the changes needed for modern-day children, using current research, reflective practices, and continued professional development to ensure we are always meeting the needs of our children and families.

navigating digital media

Q&A with Dr. Katie Davis, Associate Professor at the University of Washington (UW) and Director of the UW Digital Youth Lab



Dr. Katie Davis is an Associate Professor at the University of Washington (UW) and Director of the UW Digital Youth Lab. For nearly 20 years, Katie has been researching and speaking about the impact of digital technologies on young people's learning, development, and well-being.

Katie uses the insights from her research to design positive technology experiences for youth and their families and to provide practical guidance to parents, educators, policymakers, and technology designers. At UW, she mentors undergraduate and graduate students and teaches courses on child development and technology design.

She has published more than 90 academic papers and is the author of three books, all exploring technology's role in young people's lives: *Technology's Child: Digital Media's Role in the Ages and Stages of Growing Up*, *Writers in the Secret Garden: Fanfiction, Youth, and New Forms of Mentoring* (with Cecilia Aragon), and *The App Generation: How Youth Navigate Identity, Intimacy, and Imagination in a Digital World* (with Howard Gardner). In each, Katie aims to make sense of the often-confusing landscape of research and media messages about kids and technology.

You began your career as a primary teacher at Saltus. What motivated you to move into the field of technology research and child development?

I've always been interested in how children become aware of the world around them and explore who they are in it. Being able to support that process was a big reason I became a teacher. When I taught at Saltus in the mid-2000s,

it was clear that technology was quickly becoming central to children's experiences in and outside of school. I wanted to understand the opportunities and challenges that children face as they grow up in a digital world.

I was fortunate that my thesis advisor at Harvard, Dr. Howard Gardner, had recently begun asking similar questions about kids and technology. During my time as a doctoral student, Howard and I collaborated on two major projects

exploring technology's role in child development. We co-authored *The App Generation: How Today's Youth Navigate Identity, Intimacy, and Imagination in Today's Digital World*. Ten years after that book's publication, its themes have become even more pressing as digital technologies become embedded in more and more of our lives. Fortunately for me, this rapid evolution keeps my work endlessly interesting!

What changes – regarding how children use technology – have you seen over the last 20 years?

So many changes! I started my research in 2005, a year after Facebook launched, the same year YouTube went online, and two years before the first iPhone was released. Instagram was still five years away, and TikTok wouldn't appear for another 11 years; social media was in its infancy. We didn't even call it social media initially but rather social networking, as it was the idea of being online and accessible around the clock thanks to the iPhone and the subsequent smartphones it inspired.

Twenty years ago, on the cusp of these changes, there was a sense that young people were alone in navigating a lot of uncharted and challenging terrain while their family members and teachers struggled to make sense of the technology that was captivating kids' attention. As more adults moved online – including the Millennials who are themselves now adults – everyone has become a lot savvier about the challenges that kids face as they engage with digital technologies. Today, parents and teachers are generally far more involved in young people's digital lives, incorporating technology-related issues more deliberately into their parenting and teaching. As a result, children tend to receive a lot more guidance than they did twenty years ago.

But this doesn't mean things have gotten easier. The proliferation of online platforms, each with their custom algorithms designed to keep users online for as long as possible, has amplified the challenges that researchers have been documenting and young people have been experiencing for years now. These challenges include things like online harassment, misinformation, self-esteem and body image concerns, and compulsive internet and phone use. We're more aware of these risks today, and we've developed more supports for our young people, but the challenges are still very much there.

The impact of technology on our children's lives can be perceived by some as affecting them in a negative way. Do you agree? What are your thoughts on this?

I think we're at a point now where most people recognise that today's technologies aren't entirely bad or entirely good. In my latest book, *Technology's Child*, I argue that we need to look at specific technologies, specific children, and specific contexts if we want to truly understand what's going on with technology's role in child development.

When it comes to looking at specific technologies, design matters a lot. In my book, I caution that technology is not neutral. Some designs are positive and can support aspects of child development, such as early literacy development and creative self-expression. Unfortunately, many designs prioritise growing a company's bottom line instead of supporting children's well-being. Designers use "dark patterns" (things like auto-play on YouTube and TikTok and infinite scrolling on Twitter and Instagram) to keep people on their platforms for as long as possible. These tactics are often in conflict with healthy development.

What is the positive impact of technology use on children?

There are lots! When it comes to learning, for instance, today's educational technologies are incredibly flexible and customisable. As a result, there's tremendous potential to support how children learn best: through experiences that are interest-driven and inquiry-based, that account for children's diverse ways of learning, and that recognise and build on the skills found in children's homes and communities.

There are also positives to be found in young people's use of technology in their daily lives. Teens with marginalised identities can find community and validation in online spaces composed of other people with similar identities as well as their allies. These community-based online experiences can be a boon for a teen's sense of self-worth and process of identity development.

Can you offer some encouraging takeaways or advice for parents regarding technology use within their families?

I've developed a two-step decision tool that helps parents make good decisions about technology use in families. It can be applied during all ages and stages of development to support children's positive digital experiences.

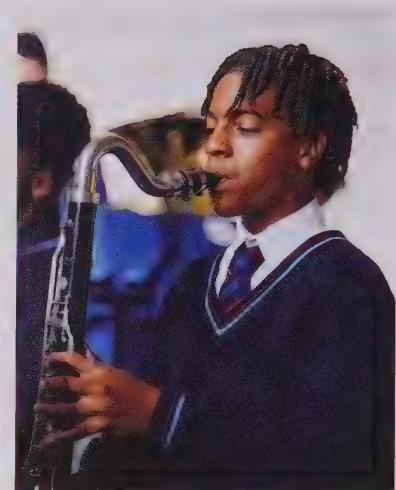
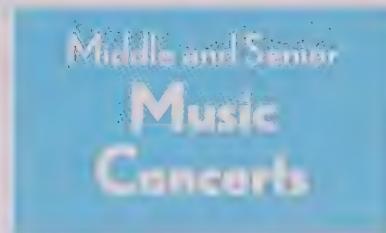
The tool consists of two questions related to a child's use of technology. First question: *Is it self-directed?* This question applies to technology experiences that are started, sustained, and ended voluntarily,

Teens with marginalised identities can find community and validation in online spaces composed of other people with similar identities as well as their allies.

and that support a feeling of personal accomplishment and growth. For example, instead of games with rigid rules and reward systems, look for games that let kids create and progress at their own pace.

Second question: *Is it community-supported?* These are technology experiences that are supported by others. If you're a parent of a small child, look for opportunities to join in the digital experience and connect it to other parts of your child's life. If your child is older and using technology more independently, you can stay involved by asking them about the platforms they're using, including what they like and what they find stressful, and listen with openness and empathy to their responses.

You can also model the kind of relationship to technology that you hope to see in your child. This includes using your inevitable slip-ups as teachable moments to note how challenging it can be to stay in the driver's seat of one's technology use. A "good enough" digital parent knows that occasionally being distracted by a screen or other device is okay. Also, devices are an important connection to the adult world, reminding parents of their sense of self beyond their role as a caregiver. ●





Grandparents' and Grandfriends' Day



More than 250 grandparents and grandfriends celebrated their connection to our students on Friday, 21st October 2022, as Saltus held its first Grandparents' Day for our Middle School. It was a wonderful morning filled with a tasty breakfast, fantastic speeches from our Year 9 prefects, and musical interludes from the aptly named 'Grandparents Band'. Breakfast was followed by tours of the campus with exhibitions of learning so the "grands" could get a glimpse inside the lives of their Middle School students.

Thank you to all of our grandparents and special guests who were able to attend! We look forward to the next time. ●



Our Youngest Learners

The full Saltus experience begins in our Foundation Year

This year marks 18 years of running a successful programme focused on our four-year-old learners as they begin their educational journey at Saltus. As we move to the BC Curriculum we are looking forward to building on the strength of this programme.

A child's formative years are the most important in their development. Having staff who know, understand and value this vital stage in their development is crucial. The environment, the ethos and the knowledge of how competent, curious and creative your child is, stands at the heart of all we do in Foundation Year at Saltus.

Through our Foundation Year experience, our children are equipped with a healthy balance of social, emotional and instructional learning at

an appropriate developmental rate. While following our curriculum, they also participate in our specialist classes – with an introduction to Spanish, music, art, science, and physical education (P.E.). They learn how to foster their own independence, become fearless learners, all while acquiring skills that promote connections through collaborative learning. It is so amazing to observe just how much our children develop throughout this one school year!

When we receive the children in September, although they come with their own knowledge and skill sets, they become more aware of what they have to offer as the year progresses. Through their Foundation Year experience, they learn how to confidently deliver and cleverly display what they know to both their peers and teachers alike. They also become familiar with the Lower Primary environment and are provided with various necessary skills that enable them to make a seamless transition into Year 1.

In the Saltus Foundation Year, our children are respected as both recipients and contributors of knowledge, and they understand that the possibilities for their learning are endless. We look forward to sharing more with you as our programme continues to evolve. ●



"The Foundation Year Programme really supported our daughter's transition from a nursery setting into a school environment. All of the staff, from the teachers and the assistants, to the facilities personnel, go above and beyond to create a warm, inclusive, and friendly environment. Our daughter's confidence in her own ideas and theories grew in leaps and bounds. We realised, that Foundation was the perfect stepping stone into Year 1. She is a confident, happy little girl who enjoys learning, loves her teachers and regales us with stories of the playground and her friends every day."

Current Year 2 Parent

"Both my son's completed the Foundation Year at Saltus and thoroughly enjoyed it. It is a fantastic fun way to prepare them to attend 'big school' so that they are really ready for Year 1. The teachers in Foundation are absolutely lovely and their focus is on learning through play, which is just what they need at that stage. I would highly recommend the Saltus Foundation Year."

Current Year 2 Parent



Saltus Grammar School

Report on Philanthropy

Annual Report 2022-23



Connecting Community

Each year the Saltus Annual Campaign continues to offer opportunities for the community to come together to support the resources and programmes that allow learning to thrive. The funds raised from this campaign allow us to extend learning beyond the classroom, to promote the professional development of our faculty, and ensure that the resources are available to advance learning. While we fell short of our overall goal for 2022–23, we are bolstered by the shared commitment to our current direction and a sense of renewed energy.

After a year of important transitions with our new Head of School, we are confident in the direction and alignment of our strategic priorities, and are particularly excited for Saltus to embrace the British Columbia Curriculum. We believe that this strong curricular programme, as well as the solid work we have done in building a positive school community, will translate into increased confidence from all of our stakeholders.

During 2022–23, our Saltus Community showed great dedication in raising \$550,000 for the Saltus Fund; most notably during our House Match: A Week of Giving, where our community came together in its shared commitment to the mission and vision of our School, and raised more than \$175,000 toward the Saltus Fund goal.

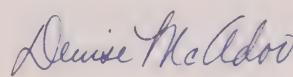
The dedication and commitment from our community did not stop at House Match, and a special thank you goes to our Board of Trustees who gave and then gave again to encourage others to join them as leaders in our community. We also applaud the contributions of our alumni who continue to support the Alumni Endowed Scholarship Fund. Created in 2018, this scholarship continues to ensure that opportunities to attend Saltus are provided to promising young students who embody the School's mission and vision and demonstrate financial need.

As we look to the coming year, and into the future, we are certain that we will achieve our annual giving goals, build our endowment, increase our financial assistance opportunities, and continue to provide an excellent educational programme here at Saltus.

We look forward to connecting with our Saltus community to support a strong Annual Giving Campaign for 2023–24.



Kevin Dallas
Advancement Committee Chair



Denise McAdoo
Director of Advancement



As we look to the coming year, and into the future, we are certain that we will achieve our annual giving goals, build our endowment, increase our financial assistance opportunities, and continue to provide an excellent educational programme.

Bridging Cultures and Making a Difference

Meron Simons '22



Photo: Abenezer Shewaga

Embarking on a gap year is an opportunity for personal growth, exploration, and self-discovery. For Meron Simons, her gap year in Ethiopia was a transformative experience that not only enriched her understanding of different cultures but also allowed her to make a meaningful impact in the lives of children in need.

With an impressive list of achievements, including obtaining a language certificate in Amharic and being awarded two prestigious scholarships, Meron is poised to embark on the next phase of her journey, pursuing a degree in Marketing with a placement at Nottingham Trent University in the UK.

Volunteering in Ethiopia

During her gap year, Meron dedicated her time to volunteering at nurseries in Ethiopia, where she worked tirelessly to support children in need. Through her efforts, she provided care, education, and a nurturing environment for these young minds, leaving a lasting impact on their lives. Meron's commitment to making a difference in the world is truly inspiring, and her experiences in Ethiopia have undoubtedly shaped her perspective and ignited a passion for social change.

Mastering Amharic

Amharic, the native tongue of Ethiopia, holds a special place in Meron's heart. Recognising the importance of effective communication in bridging cultural gaps, she took the initiative to obtain a language certificate in Amharic. This dedication to learning the local language not only facilitated her volunteer work but also allowed her to connect with the community on a deeper level. Meron's linguistic skills demonstrate



her commitment to understanding and embracing different cultures and aid her work as a true global citizen.

Scholarships and Recognition

Meron's accomplishments have not gone unnoticed. Following her graduation from Saltus she has been awarded two scholarships, one from RenaissanceRe and the other from ABIC educational awards. These prestigious scholarships recognise Meron's exceptional achievements and her commitment to academic excellence. Such recognition not only validates her hard work but also provides her with the necessary support to pursue her dreams and make a lasting impact in the field of marketing and communications.

Internship at Mosaic

Building on her passion for marketing and communications, Meron is currently undertaking an internship at Mosaic in their Marketing and

Communications Department. This invaluable experience allows her to gain practical skills, expand her industry knowledge, and develop a deeper understanding of effective marketing strategies. Meron's internship at Mosaic serves as a stepping stone toward her future success in the field of marketing.

Future Endeavours

With her gap year experiences, language proficiency, scholarships, and internship, Meron is now set to pursue a degree in Marketing with a placement at Nottingham Trent University in the UK. This exciting opportunity will provide her with the academic foundation and practical experience necessary to excel in the field. Meron's dedication to making a difference, coupled with her drive and passion for marketing, ensures that she is poised for a successful and fulfilling career.

Meron Simons' journey from Saltus to volunteering in Ethiopia, to being awarded scholarships, and pursuing a degree in Marketing exemplifies her commitment to making a positive impact on the world. Her gap year experiences and language proficiency in Amharic have shaped her understanding of different cultures and ignited a passion for social change. With her internship at Mosaic and upcoming studies at Nottingham Trent University, Meron is well on her way to becoming a future leader in the field of marketing and communications. Her story serves as an inspiration to all those who believe in the power of education, cultural understanding, and making a difference in the lives of others. ●

Visionary Behind the Saltus Golf Tournament

Barry DeCouto '68

In the world of golf, tournaments serve as a platform to showcase talent, foster camaraderie, and raise funds for worthy causes like our Francis L. Stephenson Scholarship, which directly impacts multiple students by subsidising their tuition by 25%.

Behind every successful tournament lies a team of dedicated individuals with a vision. Barry DeCouto, a prominent figure in Bermuda's sporting community, is one such visionary. As one of the founders of the Francis L. Stephenson Golf Tournament, now known as the Saltus Golf Tournament, DeCouto has played an instrumental role in shaping the tournament's success. Now in its 28th year, the event has been held at the Belmont Golf Course since the 1990s, with this year marking an exciting new chapter as the tournament moves to the prestigious Port Royal Golf Course.

The Birth of the Tournament

The tournament was established with the aim of promoting golf in Bermuda while also creating a scholarship programme for students at Saltus. Barry DeCouto, along with a team of passionate individuals, recognised the potential and need for a premier golfing event that would draw both local and international players. Named after the late Francis L. Stephenson, a beloved figure and Deputy Head of Saltus Grammar School, the tournament quickly gained popularity and became an annual highlight for the Saltus community.

The Evolution of the Saltus Golf Tournament

Over the years, the tournament flourished, attracting Saltus Alum, local golfers, and community sponsors.

With the success of the tournament, scholarships have been provided to more than 30 Saltus Stephenson Scholars, since inception, and continue to be an incredible resource for Saltus' financial assistance programme, providing scholarships for students who otherwise would not be able to attend Saltus. This alignment between golf and education has been a driving force behind the tournament's continued success, attracting participants who share a passion for sports, their community, and their alma mater.

A Move to Port Royal Golf Course

This year, the 28th Annual Saltus Golf Tournament is set to make a significant change, moving from its long-time home at the Belmont Hills Golf Club to the prestigious Port Royal Golf Course. This move signifies the tournament's growth and its commitment to providing participants with an exceptional golfing experience. With its stunning ocean views and challenging fairways, Port Royal Golf Course is the perfect backdrop for this esteemed event.

Barry DeCouto's Vision

Initially set up to honour a former teacher, Barry DeCouto had no idea that at the time of the Tournament's conception, he and the other founders would be the driving force behind a successful scholarship fund that now touches the lives of so many Bermudian students. As a passionate golfer himself, Barry understands the importance of fostering a sense of community within the sport but had no idea that the tournament would continue at this rate of participation. His vision to create a tournament that not only celebrates the game but also supports

education has resonated with countless individuals and organisations.

Barry DeCouto's role as one of the founders of the Saltus Golf Tournament has left an indelible mark on Saltus. Through his leadership and unwavering commitment, the tournament has grown into a premier event, attracting talented golfers and generous sponsors. The move to the Port Royal Golf Course marks an exciting new chapter for the tournament, promising an unforgettable experience for participants and spectators alike. As the tournament continues to evolve, Barry DeCouto's legacy as a visionary in the world of golf will undoubtedly endure, inspiring future generations to combine their love for the sport with a passion for making a positive impact. ●



SAVE THE DATE: 10TH MAY 2024

Port Royal Golf Course

12 pm Lunch

1 pm Shotgun Start



Sponsored by  **FREISENBRUCH**

HOUSE MATCH

A WEEK OF GIVING



On Monday, 20th February 2023, Saltus kicked off its annual 'Saltus House Match: A Week of Giving'. The Saltus House Match was a fun way to get everyone in our Saltus and broader community involved with our week of giving to raise money for the 2022–23 Saltus Fund.

This cricket-themed giving week highlighted two of Saltus' long-term employees who are also Bermuda cricketers of much esteem, Lionel Cann, and Olin Jones. We also introduced, this year, two Saltus Alumni, Allen Richardson '75 and Jonte Smith '12 who are also highly regarded cricketers. They were each a captain of a School House (Butterfield, Darrell, Saltus and Watlington) and encouraged enthusiasm, support, and most importantly School Spirit!

The goal of this week of giving is to help families both in the Saltus community and those who want to join our community. Through fundraising, Saltus wanted to ensure that talented students throughout Bermuda are given the opportunity to attend. The Saltus Fund provides the monies necessary to stay true to our mission of enriching our school by providing access to financial aid to 15% of our students, as well as continuing to support and provide innovations in the variety of academic, performing arts, and athletics programmes available. In short, the Saltus Fund makes up the difference between tuition and the true cost of a Saltus education.

This week also allows our community (both current students and alumni) to show their School Spirit. "School Spirit is so important for our students because it creates a sense of belonging, builds connections, and enables our students to feel part of something bigger than themselves. All while creating happiness, positivity, and pride in their school," stated Denise McAdoo, Director of Advancement.

Over the course of the week, thanks to your generous gifts, Saltus raised over \$175,000. ●



The Saltus Fund plays a key role in supporting the students and programmes that make Saltus so special. The gap between tuition and what Saltus spends annually to educate each student is \$2,600. Tuition covers the essentials – the Saltus Fund takes care of the rest.

We ask every family to stretch to make a gift that is meaningful to them – gifts of any size make a difference. Support this year's Saltus Fund effort and help us reach our goal of raising \$650,000.

giving.saltus.bm

SALTUS FUND 2022-2023
Connections

SALTUS
HOUSE MATCH

A WEEK OF GIVING

14TH-17TH NOVEMBER 2023

Your Support in Numbers

\$543K



Amount raised for the Saltus Fund from July 2022 to June 2023

15%



Students supported by financial assistance

141



Faculty & Staff who benefit from Professional Development (100%)

12



Dedicated teachers for orchestra, band, theatre, fine arts, film & media

172



Chromebooks provided for students in Upper Primary

34



Competitive athletic teams at Saltus who benefit from Saltus Fund support

33



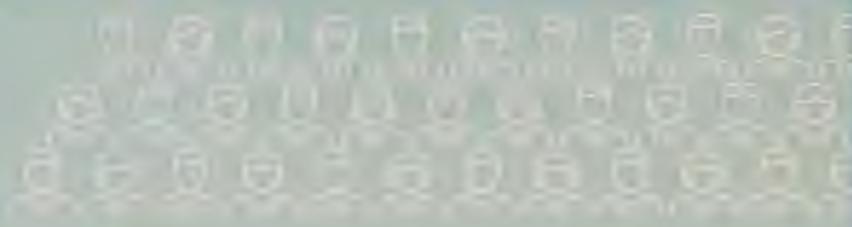
Smart TV's provided to support teaching and learning at both campuses

140



iPads provided for students to use across both campuses

789



Students impacted by the Saltus Fund (100%)

Thank You to Our Donors

We would like to recognise the extraordinary generosity of the Saltus Community. Every gift makes a difference and has an impact on our students, programmes, and facilities. We are truly grateful for your support.

The following lists gratefully acknowledge donors to Saltus during the 2022-23 fiscal year.

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* Denotes Deceased

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Saltus Teacher of Piano – Chris Cooper

“I give because I believe in empowering students to realise their own potential. Having been a recipient of financial aid myself during my postgraduate studies in London, I have experienced firsthand the benefits of such schemes. I have been donating to the Saltus Fund for a number of years now and it has been a pleasure to witness Saltus students flourish under the various programmes offered. To be part of the Saltus Fund is extremely rewarding and I look forward to continuing my contributions to this important part of the school community.”

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Danielle and Jesse Sheppard
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Anonymous (2)
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Vanessa and Jason Piney
Kathleen and Pat Reardon
Marisa and Keir Savage
Katie and Andrew Tudor-Thomas
Neville Weston
Gina and Andrew Wetmiller

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Kanika Cameron and Cavan Burchall
Aisha and Janson Cross
Elanor and Laurance Daniel
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Sara and Darren Donnithorne
Mandy and Jayson Harvey
Cynthia and Jeremy Hassell
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Emily Ranson-Leverock and
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Michelle and Calvin Thomas '98
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Katie and Andrew Tudor-Thomas
Louise and Britten West '95

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James Anthony
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Justin Barratt '98
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Linda and Ian Cook
Katie and Jesse DeCouto '95
Marie Humphrey Fay '00 and
James Fay '99

Grandparents – Jane & Stephen West '60 AP '92, '95/GP '29

“It’s important to perpetuate the excellence of education in Bermuda. Saltus has done a great job with three generations of Wests. To be competitive in the field, teachers need to be well paid and facilities need constant updating. Ever changing ideas must be addressed so that students can go out in the world fully prepared to meet challenges. The donation dollar is stretched in Bermuda but to us, nothing is more important than a good education. That is why we give.”

Key: AP '92, '95 – Alumni Parent to student from the Classes of 1992, and 1995

GP '29 – Grandparents to a student from the Class of 2029



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 Marina and Andrew Shaw '00
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 Sandy and Reed Gaglio '99
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 Emily Ranson-Leverock and
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 Emily Steinhoff '98 and
 Rob Steinhoff '93
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CLASS OF 2032 – YEAR 4 – 42%
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 Kirsten Butterworth Beasley '93
 Latoya Simons and
 Javon Butterfield
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 J.P. '89
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 Heather Gowing and
 Kenneth Vevers

CLASS OF 2033 – YEAR 3 – 62%
 Lisa and Phill Beach
 Cortney and Andrew Bernstein
 Patricia and Andrew Borland
 Laila and Martin Burke
 Shay-Coy and Audley Campbell
 Faith and Stephen Caton '89
 Yvonne and Paddy Cole
 Linda and Ian Cook
 Annabel and Guy Cooper '95
 Rebs and Jonty Davies
 Soumya and Aditya Dutt
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 James Fay '99
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 Hannah and David Ross
 Marina and Andrew Shaw '00
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 Samantha de Putron Spencer and
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CLASS OF 2034 – YEAR 2 – 56%
 Danita and Denzel Allen
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 James Anthony
 Trish and Alex Brodgen
 Zara Ward '01 and Dave Collins
 Alison and Paull Davis
 Nicole and Andrew DiLoreto
 Migle Girule and Thomas Girulis
 Dreika and Denney Griffiths
 Alex and Brian Hayne



Parents – Danita & Denzel Allen P '34

“Saltus provides not only a stellar education through their caring, knowledgeable staff but also an environment where the students feel at home. We are extremely thankful to Saltus for nurturing our daughter's potential and preparing her for the future. We are blessed to be a part of the Saltus family. We give to show our appreciation, and so others may also have the opportunity to experience the Saltus difference.”

Key: P '34 – Parent to a Class of 2034 student

Parents by Class (continued)

Gemma and Grant Hopkins
 Val and Peter Horrobin
 Amy and Nick Jagoda
 Cynthia and Patrick Kenahan
 Larina and Michael Kenny
 Chantal Robinson and Henry Kingham
 Yuan Zhu and John Le
 Gemma and Oliver Lucking
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 Zoe and Mark Mitchell '02
 Caroline and Simon O'Brien
 Charlotte Parkinson
 Melanie and Nicholas Scanlon
 Lorraine and Andrew Shailer '96
 Mee Kyung and Jae Hong Shin
 Leslie and Jeremy Shrubb '04
 Lisa and Pete Simons
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 Kelsey Case and Price Smith '00
 Carrie and Jimmy Thatcher '91
 Joanna Geneve and David Third
 Katie and James Troughton
 Mandy and Jason Wakeford
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CLASS OF 2035 – YEAR 1 – 55%

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 Rebeca and Paul Barker
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 Francesca Cacace '08 and Jason Lawrence
 Yvonne and Paddy Cole
 Christianna and Kris Dakin '02
 Alison and Paull Davis

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 Stephanie Hughes and Kenan Robinson
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 Tina Martin-James and Jomo James
 Jenny and Ronan Kane '97
 Jill and Brendan Kemp
 Kristen and Brant Kizer
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 Helen and Andreas Lewin
 Gemma and Kevin McGeever
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 Sarah Cooper Summersgill '03 and John Summersgill
 Jessica and Tim Usher-Jones

CLASS OF 2036 – FY – 47%
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 Robyn Hooper '04 and Alex Hooper
 Jing Li and Niels Huisman
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1958 David Gutteridge*	1984 David Cox	1993 Kirsten Butterworth Beasley	1998 Andrew Green Bryan Haworth	2002 Brian Steinhoff Lindsey Frasier Steinhoff
1959 Stephen Dallas	1985 JP Skinner	1993 Jacob Hocking	1998 Mark Henderson	2003 Sam Riihilauma Sarah Cooper Summersgill
1960 Stephen West	1985 Christopher Bickley	1993 Andrew Riker	1998 Fiona Herring Stuart Kriendler	2004 Richard Hillen, C.F.A. Robyn DeSilva Hooper
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		1997 Jody Feldman	2000 Ryan Marshall	
			2000 Jules Oatley-Baia	
			2000 Andrew Shaw	
			2000 Price Smith	

* Denotes Deceased

Alumni – Richard Hillen '04

"I am so grateful to Saltus for providing me with a world class education in my formative years, and friendships that will last a lifetime. When I think about my university journey and professional career since graduating, I credit Saltus and its wonderful faculty for equipping me with the curiosity and passion to take on new challenges and drive change. Giving to Saltus each year is my small gesture of saying 'thank you' to a school that means so much to me, and continues to educate Bermuda's next generation of leaders."



Class Notes



Alumni



1947

Tony "Moxie" Correia '47 attended the 2023 Saltus Alumni Reunion, celebrating 76 years as a Saltus Alum! Can't wait to see you again next year!

1980

Stephen Popper '80 shows that a single act of kindness can turn into a life changing endeavour. Stephen is the President and CEO of Meals of Hope, who have now packed over 80 million meals, helping children in Haiti and across the United States.



1984

Stephen Davidson '84 enjoyed the opportunity to speak for the sixth year at the DigiCert Management Circle 2023 in Munich held on 4th March 2023.

1989

Sean Dunleavy '89 became the newest Associate at Marshall Diel and Myers Limited this past June. Sean joins the firm's litigation and advice team. All the best Sean.



Tammy Richardson-Augustus '89, partner at Appleby Bermuda and Saltus Board Member, spoke at Princeton's School of Public and International Affairs in April, for a first of its kind Symposium focused on law, identity and economic development in the Northern Atlantic and larger Caribbean regions.

1990

Barclay Simmons '90 joined the Hamilton Insurance Board in August as their newest member of the Board of Directors.

1992

In April 2023, **Jason Harrell '92** was commissioned into his new role as Second-in-Command of the Coast Guard. Capt Harrell initially joined the Royal Bermuda Regiment in 1993, leaving as a Corporal in 1997 before a stint in the British Army. He later returned to the RBR and has been on its full-time staff since 2001 with the post of Regimental Sergeant Major for over four years.

1994

Jennifer Wild '94 has been promoted this June from Vice President of Human Resources to Senior Vice President, Head of Human Resources at Clarien.

1997

Latoya Swainson '97 welcomed baby Kairo to the world on December 24, 2022.



1999

A belated congratulations to **Andrew Cossar '99** on the birth of his daughter, Adrianna who was born in 2021.



Shiona Turini '99 has made an even bigger name for herself in the world of fashion by styling the iconic **Beyoncé** for her Renaissance World Tour which runs from May to October 2023.

2001

Tyler Butterfield '01 is one of five Bermudian athletes that have been ranked by the North American, Central American, and Caribbean Athletic Association (NACAC). The rankings put Tyler at 15th on the full marathon list based on his time of 2:24.11 which was clocked in Spain.

Congratulations **Giles Spurling '01** on the birth of his baby girl!

2002

Alex Collis '02 has returned to Bermuda to join Carey Olsen Bermuda Limited as a counsel in the corporate team. With over ten years of experience in London and Singapore, Alex has particular expertise in the investment and financing of large-scale renewable energy projects, infrastructure and real estate assets.

2003

Jarryd Dillas '03 defended his title by being named the Men's Amateur Match Play Champion of the Bermuda Match Play Championships held on 16th April 2023 on Port Royal Golf Course.

2005

Chardonné Paynter's '05 'passion project', a short film titled *Consumed* was chosen to screen at the Atlantic Bridge Festival in Amsterdam in July.



Good luck to Karl Schmitz '05 as he continues to work to fulfill his dream in sport. Karl hopes to make the roster for Canadian Football League team Winnipeg Blue Bombers and turn pro in the near future.

**2006**

Rhys Newman '06 married Kristina Newman in October 2022. Congratulations on your recent marriage!

2007

Caitlin Conyers '07 qualified for the Pan Am Games with an eleventh-place finish in the women's road race category and will compete in the elite women's race in August, in Peru. Caitlin crossed the finish line in tenth place at the Pan Am Games with a time of 2:19.52. In local news Caitlin clinched a national time-trial title at Southside, St. Davids with a time of 37:18 for the 16-mile open women's cycling category. The premier of Bermuda held an Outstanding Athletic Performance Incentive Presentation where she was honoured for her performance at the recent CAC Games held between 25th June and 27th July 2023. Caitlin won bronze in the Women's Cycling and was awarded \$2,500.

**Nicholas Jones '07**

advanced to the final qualifying round of the 123rd US Open Golf Championships and went on to win the LOR No. 2 Tournament at the Cold Spring Country Club, in Huntington, New York in May. Jones shot a round of 4-under par 67 to finish ahead of Reid Howey, and Danny Yustin who finished a stroke back. He finished with an eagle, two birdies, and 15 pars.

2008

Congratulations to **Francesca Cacace '08** and Jason on the birth of their second child, Leo Victor Lawrence.

**2009**

Congratulations to **Caleb Crockwell '09** and Janessa Crockwell who welcomed their second child in February, baby girl Josi Eliana Crockwell.

Rachel Joy '09, welcomed a baby girl, Vivian Sadie Matherson Malcolm on 11th April. Congratulations to Rachel and her family.

2010

Hayley Evans '10, operator of Island Fresh, has become the official local agent for Scimitar Sports, a UK based sportswear brand. Congrats Hayley!

William Gardner '12 has been awarded the 2023 Hon C. Eugene Cox Post Graduate Environmental Studies and Sustainability & Development Scholarship. William plans to study toward a joint Master of Business Administration & Master of Forestry at Yale University.

Matthew Hollis-Smith '12 secured pupillage at Marshall Diel & Myers and will continue his legal training with the firm.

Dante Leverock '10 has earned the No. 1 spot in Concacaf's 'Best Goals of 2022'. The goal was scored during a Nations League match where Dante was representing Bermuda against Guyana.

Zeiko Lewis '12 joined the Sacramento Republic football team in 2019 and during his 2023 season racked up four goals and two assists. Go Zeiko!

2011

Jessica Lewis '11 competed in the 2023 Para World Championships in Paris, France. Jessica took home fifth place in the 100m and seventh place in the 400m. Well done Jessica!



Saltus Alum of the Year Award

Submit Your
Nominations
Today!

The Alum of the Year Award is the highest honour bestowed upon alumni of Saltus Grammar School and recognises an alumnus/a who has distinguished themselves throughout their time at Saltus and beyond.

Nominations submitted via email to alumni@saltus.bm or www.saltus.bm/alumni before 30th April 2024 will be considered. Please mark the 'subject' of the email Alum of the Year and include a brief statement of support stating the reason for the nomination, nominee name and graduation class of.

For more information: www.saltus.bm/alumni



Rachel Smith '11 and her husband Jonny, welcomed a daughter, Alora, on July 6, 2023 in Bermuda. Congratulations on your baby girl!

2013

Chikosi Basden's '13 hard work ethic and commitment throughout the 2023–24 football pre-season has paid off earning him a spot on the Essex Senior Football League side, Blackhurst Hill Football Club. A Bermudian forward, Chikosi will say goodbye to Redbridge FC after agreeing to the terms of an undisclosed deal in July 2023. In Chikosi's own words, "Let's have a big season."



Ashton Bell '13 competed in the prestigious Thailand Cup in February 2023, and won the gold medal in the Middleweight B Division, becoming a world Muay Thai champion.

2014

Addi Teye-Botchway '14 was awarded a BHB Scholarship in June and intends to study toward a doctorate of medicine at the Royal College of Surgeons in Ireland.

2015

Congratulations to **Daniel Oatley '15** and his wife Emma on their recent marriage.



Former Saltus teacher Ed Small informed us about the incredible success of his son, **Kii Small '15**! The Small's moved to New Zealand after Bermuda and Kii has gone from strength to strength there now seeing himself a part of the Obama Foundation Leaders Program for Asia-Pacific. Congratulations Kii!



Barack Obama @BarackObama
I'm excited to announce that 105 inspiring young people from across Africa, Asia-Pacific, and Europe will be joining the @ObamaFoundation Leaders program.

I am so proud of all of you, and I can't wait to see what you do.



Kristin Steede '15 has been awarded the 2023 GlaxoSmithKline Scholarship. Kristin is currently studying for a doctorate in medicine at American University of the Caribbean School of Medicine.

2016

Nathan Figureido '16 has graduated from Bristol University with a degree in law. Nathan is the son of Alison and Tim Figureido, our Athletics Director.



Congratulations to **Nathan Trott '16**, Bermudian goalkeeper, who has returned to Danish side Vejle Boldklub for a second loan spell from English Premier League team West Ham United for the 2023–24 season.

Saltus Alumni Make a Match.

Right now, every dollar you donate to the Alumni Scholarship Fund will be **doubled**.

It was the generosity of Saltus alumni that established the fund in 2019, and that spirit of giving back continues with this new challenge to fellow grads. Like you, the current students at Saltus are aspiring to do great things with their lives. There are so many highly gifted young people who would benefit from the unique education and community that Saltus offers. This Fund can be the key that unlocks those bright futures.

That's why your gift, no matter the size, will make a real difference in a child's life. And now, with the Saltus Match challenge, **every dollar will be doubled up to \$200,000**.

Make Your Match. giving.saltus.bm



Tashae Trott '16, in June, was appointed as one of the newest associates of Marshall Diel & Myers.

Conor White '16 qualified for the Pan American Road Championships during the time trial event with a sixth place finish. He went on to compete in the elite men's road race and finished in nineteenth place. Conor also competed in the 2023 Tulsa Tough Stage in the McNellie's Blue Dome Criterium, finishing 20th in the Men's Pro Division, clocking a time of 1:10:38. Locally, Conor finished third in the CG Insurance Time-Trial Championship for Men's Cycling held in St. Davids where he later went on to dethrone Kaden Hopkins in the September finals winning first place with a time of 39:52:2.

Congratulations to **Aiden Young '16** on his recent engagement to fiance Nicole.



2017

Ryan Day '17 proudly worked as Lighting Designer for the Royal Court Theatre show Black Superhero by Danny Lee Wynter, which showcased in March of this year.



Kaden Hopkins '17, qualified for the Pan American Road Championships during the time trial event where he took home the Bronze medal in the elite men's road race category. Kaden also earned his third national time-trial title locally at Southside, St. David's with a time of 39:38 for the 19.2 mile course during the Men's Open Cycling. Kaden went on to compete in the Grand Prix Cycliste De Doue En Anjou this year, in France and took home the fifth place medal. Wrapping up the year, Kaden also competed in the 72nd Tour de la Guadeloupe winning Stage 2 and Stage 8 of the race schedule.

Robin Horsfield '17 made an excellent showing to win the Kelso Mountain Bike Series season opener in Canada this past May, defeating over 50 other athletes in the Expert Category. Robin also stood on top of the podium having earned the number one spot at the Ontario Cup No. 3 held in Sudbury, Ontario in July 2023.



Nathan G. Titterton '17, has graduated as a medical doctor from Queen Mary/Barts London. Nathan is the son of alum **Greg Titterton '91** and grandson of **Glenn Titterton '62**.



2018

Congratulations to **Daniel Exell '18** and his wife Cacy on their wedding held earlier this year. All the best to you both!

Cameron Jeffers '18 and his Marshfield Cricket Club team defeated Cheltenham Cricket Club by eight wickets in August. Jeffers bowled a stellar 3-0-12-1 during the match.



Tyler Kendall '18 headed to Langford, BC this summer as part of the Bermuda Sevens Rugby Squad to take part in the Olympic Qualifiers.

Casey Truran '18 and his Savannah College of Art and Design (SCAD) equestrian teammates won the Team Collegiate National Division National Championship (winning three of the four phases) and the Team Collegiate Novice National Championship and Reserve Championship (winning three of the four phases). Casey finished ninth in the Collegiate National Division with a score of 75.29.

2019

Jake Field '19 has earned a degree in Law from the University of Kent and celebrated his graduation this past June.

Ashley Irby '19 was one of several Elon University Track & Field members who set personal bests on the final day of the Charlotte Invitational in May. The meet was the final competition for Elon before the CAA Outdoor Track & Field Championships. Irby set a personal best in the Women's 800m finishing fifth, clocking 2:20.57. Go Ashley!



Gabriel Jones '19 has graduated with a BSc from University of Edinburgh. Congratulations Gabriel!



Hayleigh Martin '19 has received a BA Hons in Psychology from the University of Guelph, Ontario.

Tianna Mullan '19 has graduated from the University of South Wales with a degree in Forensic Investigation.



Hanna Percy '19 graduated from Wilfrid Laurier University in Ontario with a BA.

Kaleo Place '19 has been selected for an internship with Argus' 2023 Summer Internship Programme and will gain real-world experience in various departments across the organisation.

Jackson Spurling '19 graduated from Dartmouth University this year with a Bachelor of Arts in Economics and Government.



We are following the travels of **Zoe Skinner '19**, as she circumnavigates the world on the tall ship, Picton Castle. The ship left Lunenburg, Nova Scotia, in May 2023 and at the time of writing this, reached Tahiti. We look forward to seeing her when the ship passes through Bermuda in the summer 2024.



2020

Ross Cooper '20 has been awarded a 2023 BELCO STEM Education Award and is currently studying for a Bachelor of Science, majoring in Data Science at the University of British Columbia.

Keiran Malott '20 has been welcomed as the newest Ariel Re summer intern for 2023.

Nic Narraway '20 finished 16th in the U23 Pan American Road Championship time trials and will compete in the U23 road race. Nic also went on to win the BBA cycling race held in Bermuda in June.



Megan Titterton '20 has earned her BSC Honours from Newcastle University this June. Megan is the daughter of alum **Greg Titterton '91** and grandchild to **Glenn Titterton '62**.

William Welch '20 has been awarded a 2023 BELCO STEM Education Award and is currently studying for a Bachelor's in Mechanical Engineering at University of Waterloo.

**2021**

Congratulations to Ywione Darrell '21, who continues to impress at King's College where he was recently awarded the Student Award 2022–23. Well done Ywione!

Za'Kayza Parsons '21 is one of the Bermudian students who helped the University of Maryland, Baltimore County (UMBC) Women's Track and Field programme make waves in the Penn Relays. The trio earned a Gold Medal in Relay Squad and a top-ten individual finisher.

Liam Walker '21 has been awarded a 2023 BELCO STEM Education Award and is currently studying for a Bachelor's of Mechatronics Engineering at McMaster University.

Danni Watson '21 has been chosen as a 2023 Appleby Bermuda summer intern and will join the Operations Department to gain real world experience. Danni is in the process of completing a Bachelors of Physiology at Rider University.

2022

Max Blakeney '22 was chosen to participate in the 2023 Appleby Bermuda Summer Internship Programme. Max is currently completing a Bachelor of Laws (Honours) at The University of Buckingham.

Gareth Cooper '22 has been awarded a 2023 BELCO STEM Education Award. Gareth is currently studying for a Bachelor of Mechanical Engineering at University of Calgary.

Thomas Evans '22 has been awarded a legal education bursary from Appleby and is currently completing a Bachelor of Laws with Politics (Honours) at Lancaster University.

Tommy Marshall '22 has been awarded one of five of the Nicholl Scholarships and is entering his second of a four-year programme on Construction Engineering studying a combination of engineering, construction, surveying and project management.

Meron Simons '22 has received an internship with Mosaic and will be working as a communications and strategy intern at the global specialty insurers Bermuda

headquarters this summer. Meron has also been awarded an ABIC Scholarship and will pursue a Bachelor's Degree in Marketing and Communications at Nottingham Trent University in the UK.

Sancho Smith '22 has been named as a 2023 KPMG Scholarship recipient. Sancho intends to pursue business administration at Clayton State University in Georgia.

**2023**

Kyra Adams '23 was awarded the EY Values Award and the PwC Headstart Award for Excellence in August of this year. Kyra will attend the University of Vermont, where she will pursue a degree in Economics.

1888

LEGACY SOCIETY

Since 1888, committed alumni, parents, trustees, and friends have supported Saltus and made philanthropic gifts to the School. The 1888 Legacy Society recognises those who choose to include Saltus in their estate plans. To learn more, please contact Denise McAdoo, Director of Advancement at advancement@saltus.bm or 441-279-6172.



Jessica Bucher '23 has been awarded an ABIC Scholarship and will pursue a Bachelor of Science degree in Strategic Communications and Business Administration at Liberty University in the US this fall.

Lauren Cardwell '23 has been selected to be a member of her varsity hockey team the Toronto Varsity Blues. Go Blues!



Jack Dallas '23 has been awarded a 2023 BELCO STEM Education Award and is currently studying for a Bachelor of Mechanical Engineering at the University of Bath.

Sebastian Kempe '23 along with **Benn Smith '17**, and **Adriana Penruddocke '18** are on a mission to secure qualification for Bermuda at next year's Olympics in Paris. We wish them luck!

Aiden Kendall '23 travelled to Langford, BC this summer as part of the Bermuda Sevens Rugby Squad to take part in the Olympic Qualifiers.

Honor Minors '23 is currently attending Boston Conservatory at Berklee studying for a BFA in Commercial Dance, has been awarded an educational bursary sponsored by The Chubb Charitable Foundation.

Riley Morbey '23 has been awarded an ABIC Scholarship and will start the first of two years at Bermuda College, majoring in Accounting, before pursuing his degree abroad.

Kyra Viera '23 has been awarded a 2023 BELCO STEM Education Award and is currently studying for a Bachelor's in Architecture at Nottingham Trent University.

Memorials

Our deepest condolences go out to our recently departed members of the Saltus Community. Our thoughts are with their families and friends.

Sincere condolences to the Beasley family on the passing of a legend, **Mark Beasley** on 7th June 2023. Mark was a former Deputy Head of the Saltus Junior School and one of life's great characters! Our thoughts and prayers are with the family and friends.



Barry Hanson '64 passed away in December 2022. Our condolences are with his wife Elizabeth as well as his children and grandchildren.

Sincere condolences to the entire Jones family on the sad passing of alum **Niel Jones '95** in August 2023. An adored husband, loving father, and cherished friend to so many; Niel will live on through his legacy, and our thoughts and prayers are with his family and friends.

Kenneth Leroy Simmons Jr. '76, a veteran Bermuda Hospitals Board worker prominent in the Progressive Labour Party at the West End as well as the U-Fonics singing group, was born on 27th February 1958. He died on 25th March 2023.



We are sorry if we have missed any of your news in this issue of *Saltus Magazine*. If you would like to share news, milestones, or photos, please email advancement@saltus.bm.

[@SaltusAlumni](#) [@saltusalumni](#)



Brian Morris '85, a well known Bermudian professional golfer lost his battle to cancer earlier this year, in January. Brian will forever remain a legend to many and our condolences are with his family and friends.

Fraser Allen '89 passed away suddenly on New Year's Day 2023. Our sincere condolences to his wife Tessa, and to his parents Joan and Graham.

Spencer Conway '00 passed away suddenly on 10th April 2023 in Port Sunlight, UK. Our condolences are with the family and friends.

The Saltus community was deeply saddened by the passing of alum and employee **Martina Smith '99** in March of this year. She is missed by her peers, colleagues, and her students.



Alumni Events

Alumni Holiday Party
30 November 2023

Alumni Poker Night
19 January 2024

One Day for Saltus
26 February 2024

Alumni Egg Hunt
16 March 2024

Saltus Golf Tournament
10 May 2024

2024 Alumni Reunions
7 June 2024

Join us for alumni events, activities, and lots of reminiscing while you reconnect with old friends and classmates.

Milestone Dates

2019	5th	2014	10th
2009	15th	2004	20th
1999	25th	1994	30th
1989	35th	1984	40th
1979	45th	1974	50th
1973	"Old Guard" and below		

Milestone Reunion Dinner

Friday, 7th June 2024 at 6 pm – 8 pm followed by Alumni Cocktail Party and Dancing 8 pm – 11 pm

Contact Details

To RSVP for any of the Alumni Events or if you are interested in helping coordinate for your reunion class, please contact our Alumni Coordinator, Susan Simons at susan.simons@saltus.bm.

Financial Summary



We are pleased to present the financial summary for Saltus Grammar School for the fiscal year ending 30th June 2023. This year has brought both challenges and opportunities for our School, and we want to share with you the state of our finances and the measures we have taken to ensure the continued excellence of education at Saltus.

During the financial year ending 30th June 2023, total revenue amounted to \$23.3 million (2022: \$23.4 million). 85% of our revenues were generated by tuition amounting to \$19.9 million (2022: \$20.3 million). Total expenditures, excluding amortisation, were largely in line with total revenues and amounted to \$23.4 million leading to an operating loss of \$85k. In common with educational institutions, the majority of expenses were comprised of salary and payroll benefits, representing 66% of total expenses (2022: 68%).

Saltus has continued to uphold its commitment to provide an exceptional education experience while navigating the challenges posed by global inflation and the high cost of living in Bermuda. Despite these hurdles, we have worked diligently to focus on expense management and efficiency during the last year. This effort reflects our dedication to provide reasonable tuition increases for our Saltus community.

We have preserved our commitment to financial assistance, ensuring that students with diverse backgrounds and financial circumstances can continue to benefit from a Saltus education. We will continue to explore avenues for further support.

Like most academic institutions, Saltus is heavily reliant on fundraising to bridge the gap between the cost of providing a Saltus education and our tuition rates. Our generous donors and the Saltus community have played a vital role in ensuring our financial stability. We will continue to monitor our financial position and make necessary adjustments to ensure our sustainability.

As communicated earlier this year, for the 2023–24 academic year, we have increased tuition by 2.5%. We are proud to note that this is the lowest annual tuition increase among large private schools in Bermuda. To assist our families further, the School postponed its billing cycle due date from 1st June 2023, to 1st July 2023, together with providing an additional three payment plan option for our families.

These decisions reflect our commitment to finding the right balance between providing a more affordable educational option for our families, ensuring the financial sustainability of the school while providing the highest quality educational experience in Bermuda.

We extend our gratitude to the Saltus community, including our dedicated staff, generous donors, and supportive families, for their unwavering commitment to our mission.

Sincerely,

Chris Coleman
Chair, Saltus Finance Committee



■ School Fees 85%
■ Rental and Other Income 7%
■ Donations 6%
■ Interest and Dividend Income 2%



■ Salary and Payroll Benefits 66%
■ Amortisation and Other Operating Expenses 27%
■ Net Loss on Sale of Investments 3%
■ Financial Assistance 4%

Unaudited data from
1st July 2022, to 30th June 2023

Saltus Grammar School

Consolidated Statement of Operations

For the Year Ended 30th June 2023

Expressed in Bermuda Dollars	Unrestricted		Restricted		Total Funds 2023	Total Funds 2022
	Operating Fund	Bursary & Endowment Fund	Building Fund			
Revenue						
School fees	\$ 19,856,172	\$ -	\$ -	\$ 19,856,172	\$ 20,316,912	
Rental and other income	1,749,609	-	-	1,749,609	1,465,423	
External scholarship income	-	355,614	-	355,614	400,510	
Donations	978,173	-	-	978,173	676,929	
Net gain on sale of investments	-	-	-	-	218,025	
Interest and dividend income	37,845	323,621	-	361,466	353,594	
Total revenue	\$ 22,621,799	\$ 679,235	\$ -	\$ 23,301,034	\$ 23,431,393	
Expenses						
Salary and payroll benefits	\$ 16,609,992	\$ -	\$ -	\$ 16,609,992	\$ 16,549,926	
Other operating expenses	4,975,062	-	-	4,975,062	4,796,381	
Amortization	1,180,299	-	766,411	1,946,710	1,981,263	
Further education awards	1,114,207	-	-	1,114,207	1,108,138	
Net loss on sale of investments	-	656,222	-	656,222	-	
Loan interest	46,949	-	-	46,949	20,993	
Total expenses	\$ 23,926,509	\$ 656,222	\$ 766,411	\$ 25,349,142	\$ 24,456,701	
Change in fair value of investments	\$ -	\$ 1,877,033	\$ -	\$ 1,877,033	\$ (3,184,361)	
(Deficiency) excess of revenue over expenses	\$ (1,304,710)	\$ 2,900,046	\$ (766,411)	\$ (171,075)	\$ (4,209,669)	

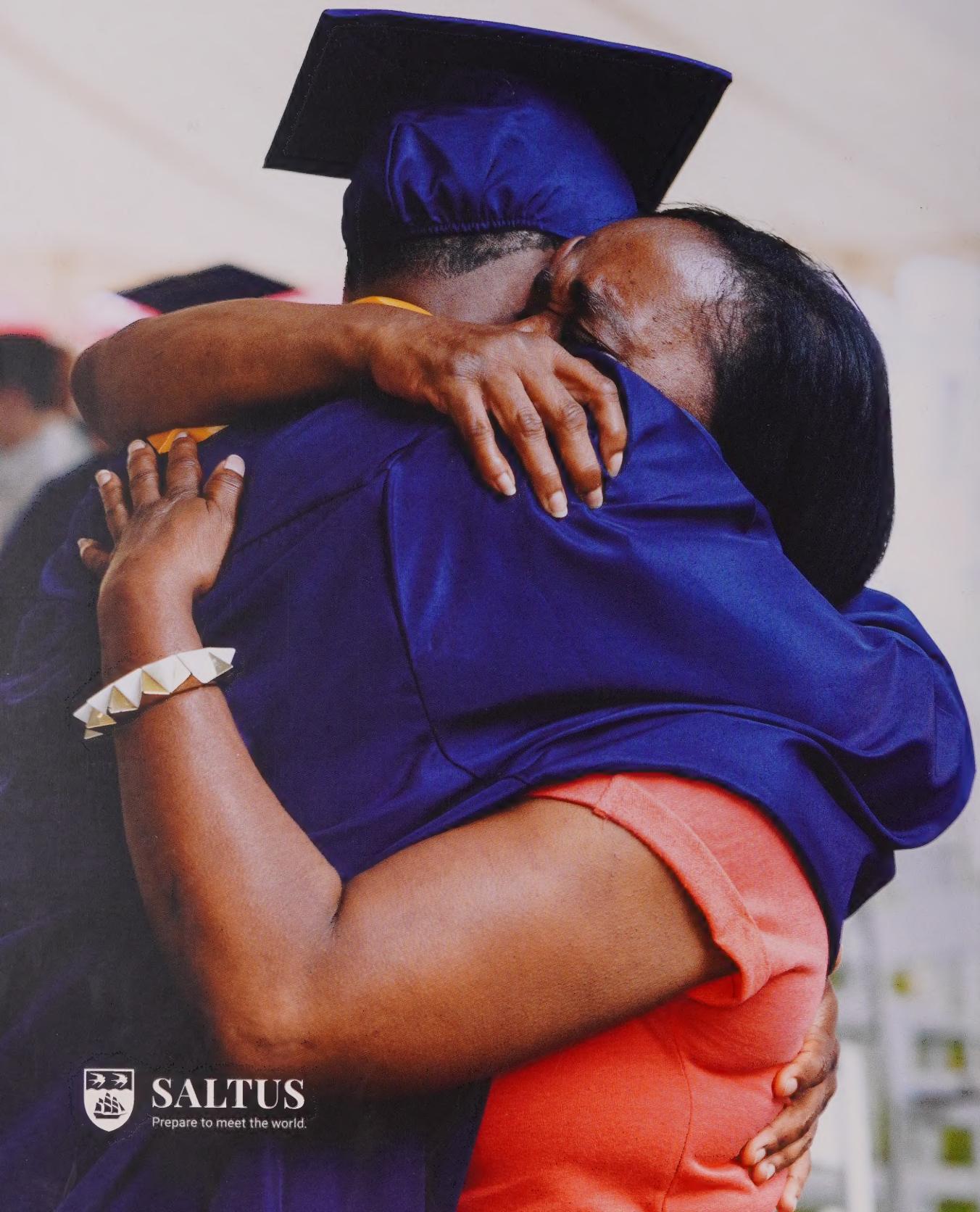
Unaudited data from 1st July 2022, to 30th June 2023



The Saltus Learning Journey: Prepare to Meet the World

Saltus is a premier co-educational, independent day school educating students between the ages of 4 and 18. Founded in 1888, Saltus Grammar School has built its reputation on providing a progressive educational journey for its students where they "Prepare to Meet the World." We are guided by our mission to inspire in our students a passion for learning and independent thinking through a commitment to academic excellence, personal integrity, and service to others.

For more information, visit www.saltus.bm



SALTUS

Prepare to meet the world.